BRIAK/CROSSWORD/BRIDGE 64

Slave market



Now's your chance

The DI.5 is to have a routine-or so they say-going over by the Civil Service management persons. All departments get their turn and not a lot usually results.

. .

1.

It was hot at the Schools Council governing council meeting last week (see page 5)—almost as hot es it was this time inst year when the 16-phus proposals were debated. 16-plus proposals were debated. Nor was that the only similarity. There was that the only similarity. There was the representative of the Headonsters' Conference on his feet opposing the general will-"we'ere the real sacrificial kamb". There at his elbow the representa-tive of the GCE boards. This time, boworer, Lord Alexander was mis-sing from the opposition ranks, withdrawn since the collupse of the Associetion of Education Commit-tees.

Instead the stendard of the petrl-

so they say going over by the Chill bergering persons, all a bet usually results. However, scrious peoples are pay ing attention. The permanent sector and the bead of the plannic branch, under secretary Douald thing stearch and branchow and principal of the partimeter the sector. Apper from officials from the Disc the other working for the plannic the unany the the partmeter the sector and principal of the plannic the sector. The review will take sight or the the plannic the the most innanal stop of this the the the most in the sector the plannic the sector. The review will take sight or the the Disc innances ". She wend the plannic the plannic the beard of the plannic the sector. Apper from officials from the Disc the sector of the plannic the sector. The review will take sight or the the Disc innances ". She wend the plannic the plannic the sector. The review will take sight or the the Disc innances ". She wend the plannic the plannic the sector. The review will take sight or the the Disc innances ". She wend the plannic the plannic the sector. The review will take sight or the the Disc innances ". She wend the the plannic the pl



THE TIMES EDUCATIONAL SUPPLEMENT 15.7.77

Conzyn.

The vertex binds also be a finite work of the server of th

long us it is honestly written. Itis make computers out of bits of wire), nublishing acumen has been well or critics who foolishly object to proved : he was one of the first working-class children in Excret editors to publish the work of Jeni speaking with a sub-cockney occent.

The current issue of the megezine (evoiluble from Workshop Press, 2 Cudhem Court, Grenville Roed, London N4 4JB, et 65p) contolus poems by Poter Redgrove, an inter-vice with John Whin, e benediction eod birthdey greeting from Roy Fuller, and e hietory of the muga-zine by John Cotton, It also contoins its regular school section, publishing lu dis instence two extremely ele-gent poems by etudents at the sixth-form college et Stoka.on-Trent. In August, Mr Hidden will be introduciug one of BBC 3's Poetry Now programmes, fn which poets read hitherto unpublished verso. In presenting his selection, he will aim to make the point, as he does in hie kie well known educational pub-kies woll worth attention. One incldent in the book, how-

Where would you expect to find RSOs, ROSPA, TRRL, the police and e well known educational pub-lishing house represented at the same time? Answer: at the launch-ing of Macmillen's new set of road safaty books for five to 13-year-olds.

ing of Machillen's new set of road safaty books for five to 13-year-olds. The Royal Society for the Pre-vention of Accidents and the Trans-port and Rood Research Laboratory have supported the venture (ROSPA already has ettractive, visual alde on the market which can be used in conjunction with the books), the police applaud ft and the Roed Safety Officara will help to Imple-ment it, though this will be mainly the teechers' job. All three books (£1.25 each), in the "Children and Traffic" series are brightly lilus-trated and directed of teechers. They are full of all kinds of activitics, some to toke place outside school, many involving other subjects. For troffic end developing on instinct for safe beheviour. This might be done in a few minutas eech day, or in any way the teacher prefers, The series has been designed

or in any way the teacher prefers. The saries has been designed with the help of teachers and curre-fully evaluated in 96 classes in dif-ferent types of primary, school all over the country. The project meete a long feit need. Traffic education being, os Dr Ken Jolky, sutior and project looder, says, "e master of life and death". Child-ren are more than five times as likely to be killed or injured on the roads as adults, and traffic acci-dents are the biggest single threat to children's lives. Among those juvited to the

Among those juvited to the Jounching were Shirley Williams, Sir Robert Mark, Norman St John Steves cod Jinnuy Saville. Unfor-tunatoly, none of the celebrities. found the time to turn up.

Aristides

Next week	
Derothy Kuya look	s of racist
Francis Beckett ex fight to save villege John Petherbridge o	anines the

the children of battered women.

and there are superior was been and a second s

Crossword No 1,094 Down	Bridge	larer was home and dry. Having won with the ece of srumps, he re-	A coup with e similar history le
1 Arench out in a die gram if you like. (6)	in declarer without trace on this deal :-	turned e second club. Greed now deprived South of his reeson. West's play of the ece of	played by Bast on the next hand:
Server and a state of the state	342. 342. 342.	trumps clearly "marked" Best with the gneen, so South could pick ber	AKQ J
5 Automo dedvertise-	AR4 AQ N AT4	up with e second trump finesis, and then if the queen of demonds dropped in two rounds he would	A 8 4 5 9
somo (S).	₩ B 0 0 7 2 0 0 0 0 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0	make 12 tricks. He therefore won the second club.	AQ100
/27 / / / / / / / / / / / / / / / / / /	KJ048	lead with dummy'e king-East com- pleting bis signal-and led the ninc	Ŏ Ă 10 0 Ŏ Ă K 10
Beeleater ? (5). In their enclater a second guestion (6).	A # 10 9	of spades, suffered a nasty shock when the queen emerged from the autual, and a nastler one when at which Gut from West was rulied by	West leads a club against 7NT, and South plays three rounds of hearts,
The second	dent and the bloding wes oute	Baste remaining truino, Bast got off .	diamonds and clubs, everyone fol-
a crony (6). 13 Bored et High Table 2 (3, 2);	spades. West led the three of clubs.	lead with a heart, and there was now no way to return to dummay for a diamond finesse. The defence thus	long hand. If West hes I. 9. x x.
19 16 Address to a wise man according to	with tha six.	got four tricks to defeat the con-	there is no way be can he prevented from making a prick,
Across 12 Blackberrying bird ? Bolution to Purple No	Declarer was unworked. Two spudes and a diamond seemed to be his meximum loses, and if the	In competition, of course, Westa-	So; South plays the ace, West the 2, dummy the 3, and East the 9. The normal way to play would be to
1. A lack in a feature 15 Teleat scout fo tin is shough to dis 15 Teleat scout fo tin provis (6), pan allay ? (7, 6).	finesses were right he might even make 12 tricks. So he led the 10	and earn e poor score, but in rubber	the Q, 10, in case East had begun
4 Nutty not (6). 17 Passing out csnoot Cuterral Statistics 9 Cross country by ba easy for him (7). End to be a country by ba based on the child of the country by based on the child of the	of spades from dummy, and West set his trep by winning with the ace, not the queen.	bridge it will seldom lose and often gain. But South still played badly. So he should win the second club	with J, 9, 7, 5, but East's play of the 9 strongly suggests either a double-
10 Getting e sight of e Carving knifa (S).	West could see little hope for the defence. If South had six spedes	lead in his own hand and lay down the king of trumps. In this particu-	toh (in which case South cannot lose), or that West began with J. 7. 5. 2. To safeguard against this
sentition and any of the sentiment of the sentiment of mental (7). according to choice any of the sentiment as a (6).	there was no hope et all, bot if he had only five, then West might be	lar deal it guarantees bim 11 tricks, but it also secures the contract	South therefore lays down he
flower in the grass 20 River to cut off this 5 3 50 North (6).	He knew that if the contract depen- ded on a finesse in e red suit, dec-	Wost'e coup was a sensation when it first appeared many years ogo,	John Graham

EWSPAPERS, LIMITEO, 1977, Printed and Published by Times Newspapers Limited at New Printing House Southers, Gray's Inn Road, London WC1X 8EZ, England, Frinty, July 10, 1977, Registered as a newspapers at the Post Office, Boconucleus posters paid at New York, NY.



E --0 GREEN PAPER EFFORT Tereso

published yesterday, concentrating on two muin themes ; a review of the curriculum in all the country's schools leading to an agreed fremework ; and improvement of the quality of the teaching force. In both areas, the muln responsibility falls on l.e.a.s.

A curriculum review is to be carried out in all I.c.a.s followed b consultations and then possibly a circular.

Systems of recording a pupil's progress should be reviewed and form part of the l.e.a.s' report on the curriculum.

Diagnostic testing should be more widely used in schools and by locel nulliorities to produce greater consistency of practice and greater accountability.

Rigid and uniform national tests are rejected.

Leaving certificates for oll pupils and a grouped certificate at 16-plus for those passing a specified number of individual subjects are to be considered.

Staffing slandards are to be improved "as soon as economic conditions allow '

Entry to teacher training should be mised to a minimum of two A levels plus mathematics and English at O level or equivalent " as soon es possible ".

Mature cutrants to leacher training should be encouraged, particularly those who have spent time in industry or who belong to minority groups.

Recruitment, training, career development and deployment of teachers is the responsibility of local authorities; they should udopt a more systematic approach.

Greater care in the selection of head leachers.

Teachers' conditions of service to be reviewed by I.e.a.s in order lo promote more flexible and effective deployment of teachers in the interests of schools and pupils. Abridged version, pages 5-8

Light the Green Paper and retire

When Mrs Thatcher's White Paper-A Framswork for Expansion-went to Cahinet however, is whet is going to he different if to evolve staff development policies capable et the end of 1972, discussion wes held up the proposels of the Green Paper ere car, of dealing with such blockeges. These do while Ministers compleined that, though it was full of proposels for the allocation of (as it turned out, mythical) resources, it had nothing to say about " real " education. The objection was brushed aside. Mr Edward been said anout toe assessment of tertaint potents. A state early retirement should be the Beach said he would make a speech on the Beach Unit and the review of examination at who take early retirement should be the subject which he duly did to the Society of 15-plus, 17 and 18, except in so far as it less good, rather than the hetter teachers. Education Officers, a few weeks later. His (rightly) expressly rejects the idee of fixed, and this ought to he reflected in policy. But nation wide tests at perticular ages. It what is needed—and is likely to come from speech day oration. But the revolt in the confirms, however, what has been plain for Tory Cabinet was a timely reminder of the some time, they there is going to he a lot of politicians' frustrotion with the arldity of so much official discussion of educetion policy. Mr Callaghan has changed all that, He,

too, mede his speech-dey speech-at Ruskin -but in co'doing, he demanded the kind of policy statement bh: education which had -i.e. prescribed nationally. This, however, been missing from cerlier White Papers. Mrs. is all in general terms ; ection will take the Williams's Green Paper is an attempt to set form of the "Curriculum Review" which. out the official view of what primery and secondery education is about end to outline ways in which practico can he brought more closely into line with public priorities.

Taken at this level, the Green Peper is a commentary on the social purposes of educetion. It discusses not only the need for com-petence to formal skills, but also the import. ence the Government lays on the contribution education cen meke directly to specific social policies to creating favourable actitudes towards industry and the mixed economy, democratic participation and to racial harmony.

As might be expected, much of this comes, out as unctuous platitude. But the schools have often replied to their critics that they are the servants of society and that their task would he made easier if society's wishes were more clearly erticuleted ; nobody can now seriously complain if this is one of the things the Green Paper tries to do.

ried out. Most of the proposals it lists heve not need to he lacking in humanity. already heen eunounced or set in motion, The section on standards end assessment, for ... to now has been laid on the punitive aspects example, adds nothing to what has elreadyes if this were all about rooting out incomover-testing and testing-manie unlese tho. l.e.a.s and the teachers keep their heads.

The section on curriculum returns, repeatedly, to the idea of e core of essentio studies which may need to he " protected each l.e.e. will be invited to carry out on : lines which are to be discussed with the euthorities and the teechere in the near future. This is cleerly seen as the first stage in e lerger process of coordination and review in which the DES would take e hand at every stage, the aim heing to establish a framework for the curriculum ".

The other meln section which is likely to lead to action, is thet on "teachers "-chap" ter slx, which discusses initial end in-service training, and the menagement of the teachers in the schools. Though integral to the achievement of ell the policies discussed, the need for action stems less from the Great Debate than from the sudden change in teacher recruitment patterns.

It is already obvious thet unless some teachers take early retirement, the evenues of promotion will be blocked. There is nothing unique to teaching about such a situation;

and the second second

Whet most people will want to know, Many large industrial companies here had

Too much emphasis in the discussion up the new policles the DES is now pressing on the l.e.e.s and the teachers-is e halanced approach which includes early retirement; hetter methods of selection for responsibility, better reporting and assessment, more in-service training, and retraining. The Green Paper rightly does not shirk the ques-tion of eaching the grossly incompetent and the necessary procedures for assessing and, if necessary, dismissing teachers.

Does it all add up to e "turning point" in educationel history? In the sense that something -the role of the DES -- will never he quite the same again, it is a turning point. But much of it is unremarkable and familiar. + including the feeble little section on " Resources " which werns of two dengers ; ignoring economic restraint, and helieving that economic restraint makes all improvement impossible. But the Green Peper fails to say what the schools should stop doing in order to do the new things which the Government now halfeves to be desirable.

No comment

"Students not following the creativity course will attend this Romans in Southern Britain course and either the defences of Portsmouth course or the history, science and practice of wine and beer moking."-Extract from instruc-tions for new students, at Portsmouth Poly-technic.

Fallen into disuse

Cambridge, the last university to lisist on candidetes for edmission having n Use of English qualifica-tion has decided to drop it from next year. page 4

Village warfare

Have small rund schools any chance of winnlog their fight for enryind Francis Beckett reports page 14

Black marks

Dordiliy Kuya believes, reachers, should be more critical of the racist and imperialist messages in many school books

Extra :

Building, equipping and furnishing a school -pages 23-26

Leaders, 2; personial column, G Powler, Schosl to work, 4; Sam Projects; 10, 11; Science d sport, 9; foreign pews, 12; Let 13; features, village schools, ra children, racism in school bt 14-15; Books, social class and p 14-16; Books, social class and mobi-lity by Bernice Martin ; linguistics, psychology; acience, 18-20; Talk-back, pupil attitudes, general studies, games skills, 21; Resources, 24, 27; Estra, 23-26; Arts soviews, Sonin Bank nusic fabilitals and concarts, International Fastival of Yeung Peoplets Theolice, Reibers, at the British Minseuri, Stakespears and the Initedies on redie, The Bistory Makess, 46, 47; millis toasers, crossword, Clair, Batt

Classified ad

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Pay claims and cash limits

The Chancellor's July mackage marks the beginning of a period of uncertainty for the achools and log higher education. But even as Mr Healey keepa his fingers crossed and hopca egainst hope that there will not be a generod wages explosion, it is already pos-sible to spell out some of the im-nuclate consequences.

The there will not be a generation wages explosion, it is already possible to spell out some of the immediate consequences.
An ingenious compromiso has retained a 5 per cent suiary immediate consequences.
An ingenious compromiso has retained a 5 per cent suiary immediate consequences.
An ingenious compromiso has retained a 5 per cent suiary immediate consequences.
An ingenious compromiso has retained a 5 per cent suiary immediate consequences.
An ingenious compromiso has retained a 5 per cent suiary immediate consequences.
An ingenious compromiso has retained a 5 per cent suiary immediate a subort of 100 to 25m a day, due to index feed and hundred the full scion may near the part for the cash limit of the pression over oll onel be forced to leave worry optimes infilled. If e-as ought to his over the olds, then university teachars get in his over the olds, then university teachars get in his over the olds, then university teachars get in the torve the olds, then university teachars get in the tower the olds, then university teachars get in the tower the olds, then university teachars get in the tower the olds, then university teachars get in the tower the olds, then university teachars get in the tower teach limit is solut the only were to pay 60 per cent of the trouble in the function of mainuming the pression tash limit is obout the only were proportion of more on any for the exam free dimers entities. The second second in the function of mainuming the groups of the trouble second interval to the solution of the trouble second interval terms in the solution of the trouble second authorhics will be or 1977-78 and ouly allowing the second second interval to give woy to pressure from the generate for the case finally assimileted in the solution of the tower the ouly were to may for the example. It is on a the solution of the tower terms the the terms of the tower the outies the solution of the press for the tower the outies the solution the the tower

The heavy brigade

Calling the tune

There is only one unexpected and significant sentence in the recently published finance Green Poper con-taining the Government's reactions to the Layfield report: "Tha Gov-ernment's view is that there is e case on grounds of national prior-ities for some moulest increase in the proportion of Government aid payable on specific or supplemen-tary grants, particularly in relation to the education service, therefore reducing the proportion paid on a block grant."

block grant." For more than 100 years the newer of the specific Government grants for edu-specific Government grants for edu-cation to be gradually essimulated into the block grant to local author-ities. The sudden reversal algoalled hy soma sducationists, but greeted with cries of alarm by local author-ics. They sea it as a threat to local freedom. But is that alarm justi-ified? Would specific grants in fect mean o loss of local freadom? Between the wars, education was

pensate them. It sounds as if suna way will be found, the Government is well ewarc of the trouble warc to the trouble start of give way to be found in the to give way to pressure iron innove had to be found in the to give way to pressure iron innove had to be found in the to give way to press for much the total sound the terms of a cent they are innoved. The greatest uncertainty arises from the way in which the 10 per press for much members out of work.
The greatest uncertainty arises from the sope for correcting more allowed to correct as an optime with the path. "Free collection are sold that employers, innovalies, there is no doubt that innov be any calculated for education innovalies, there is no doubt that is in ose the sound in a least with the public sector solds of the most deserving.
Fdw occupetional groups have a better cleast of stoures in the most deserving out the most deserving. The to any calculation is the better cleast of stoures in the most deserving.
Fdw occupetional groups have a that the introduction of Plats One, and bave been pleced at a fully and the toughton with much anthor of plats one, and bave been pleced at the Houghton warrage elong is the Breact with an the university teachers who of the introduction of Plats One, and bave been pleced at the Houghton warrage elong.

Specific grants from central government give local authorities more, not less,

control over what they spend, writes RICHARD

JACKMAN

none the less real. Up to 1974 the control instru-Up to 1974 the control instau-mant at the government's diaposal r may have bean blunt, but it did at least exist. It does not any d longer though. Following local government raorgenization, it was d felt that calculating the total d amount of the needa element of the net support grant on the of the rate support grant on the basic of needs was no longer satis-factory — in particular, it did not allow for areas of locol apending such as the social services, where needs are particularly difficult to

So the formula was changed to So the formula was changed to one based on a complicated mathe-instical regression analysia. The object of the new system was the same as that of the old—to relate the amount of gront on individual local authority got as closely as possible to the omount it actually had to spend. However, work done by Mory Sellers and myself at the Centre for Environmental Studias (CES Reviaw I, published this month by CES, 62 Chandos Ploce, London WC2N 4HH, 52 individual, £3.50 institution) suggests that the new institution) suggests that the new system might have been desigoed elmost precisely to prevent central government influencing in any fashion the way local authorities

fashion the way local alterior lies spend the grant. Under the new system, the weight attached to an educution veriable such as the number of primary school children can vary from authority to authority and from year to year. The reason is that other factors, and pericularly the else of the overall population, have more weight then purely educo-tional ones. An increase in the size of the overall population could even result in a smaller amount being put into the colculations for educa-tion, even though the number of school children in thot nuthority

when the total amount of grant cama to be calculation: These calculations were bised These calculations were bised to a large extent on "need", generally defined in verms of numbers. Thus if centrel govern-ment had been, for soke of argu-mont, cstimating ite education gront on the basis of 550 for each primary school child and it wished to ees the standerds of primary education improved, it could increase the standerds of primary school children grant is most of the ovarall grant by relsing this 550 to, say, 555 or 560. This moont two things: those euthority sight see as iligher payment was public know-i edge, there was an obligation on each local authority to apend thot to the coll authority to apend thot extra money on primary education. Tha obligation was e purely moral one. There wera no financial sooctions which central government could use egainst e recelcitrant i local education euthority. It was

spend. Similarly, there is no way tha Secrotary of State can tell whether any individual Le.a. in spending the emount she would

But the system is even crazier than that. Changes in the distribu-tion of the grant due to the work-ings of the formula bear oo rela-tion to the amount e local authority may be spending on particular ser-vices either. The formula works in such a way that if, as has beao the case, inner cities as e whole ere seen to be spending more money theo to be spending more monsy than, aay, county councils as a whols, then inner cities will get a bigger alice of the caka. But they would get h or the case. But they would get h as a result of changes in the for mula which specifically character-fizes innar citiss—say, declins in population—even if the extra money they had baen spending we in fact on education.

It is impossible, therefore, for It is impossible, therefore, for a local authority to consult the for-mula and work out for itself what it should be spending on a particu-lar sarvice. By the sams token, it is impossible for central govern-ment to look at the amount en indi-vidueal authority is spending on a particular service and say that h too much or too little.

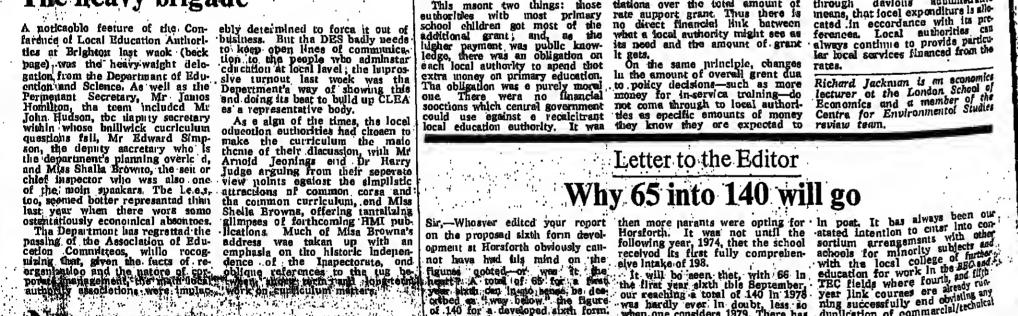
A return to specific grants would be one way out of this impass. The ndvantege is that the money would be paid only if the service we actually provided.

The main objection to specific grants is that they deprive local authorities of discretion in sloca-ing their expenditure.

But the fresdom of the block grant is illusory. It is faconceivable that central government would pay out any noncy-lat clons the £5,000m of the rate support grant peyable this year-and then take no intarest in how that money is spent. Because under the block grant system it luss no finencial grant system it lass no financia sunctions at its disposal, it has crested a vast range of instrument of administrative and legislative control.

Of course, on many issues than will be no disagraement a course sus will have emerged accepted a local authoritics and central gover ment alike. The fracdom aligned provided by the block grant memingless unless it ellows less euthorities to differ from the co

euthorities to differ from the cos-census as well as to conform to h. With apecific grouts, local author-tics are, in e much mora resi sens, free to provida the scrules (as receive the grent) or not. Becaus central government does not pay the grent if the sorvice is not provided, it need not feel obliged to ensure, through davious administrative means, that locel exponditure is allo-cated in accordance with its procated in eccordance with its pre-ferencea. Local authorities can



2 Z

Never no more

As the school torm sids, the cor-ridow of memory echo with the index of the rigidities imposed by inexpy, fixed furniture and came out, index of formal the index of the rigidities imposed by inexpy, fixed furniture and came out, index of formal the index of the rigidities imposed by inexpy, fixed furniture and came out, interval, for inoset, more informal groupings where a richer, less cou-groupings where a richer, less cou-instille? The autional interologing was on this traditional comment on the corn curriculum ond pondering its connection with the decline of clas. sical studies or the HMIs' critiquo of modern innguoges in the con-prehensive school. Wus h, they uigbt ask, evidance that long before the Tayloc Committee lawn-ched its thunderbolts, the schools were being forcad to take account of pupils wishes? Did it betohen, speech in an infant schobl open day the stirrings of a new concern with

It wills george of were the second structure in the

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Life still in White Lion

The experimental White Lion Street Pres School in North London is almost certain to continue until aoxt Easter following offers of money and suppart totalling £11,000 by the middle of this week.

On Tuesday the luner London Education Authority decided by 18 rotes to 15 not to grantald tho school to the tune of £20,000 a year.

Nowicilgcable, teachers less hard-working or competent, exonumers more erratic, nr that today's curri-culum is jess worthwhile, But the boord ndmits that it is extremely difficult to onsure strict comparability oniong all the dif-ferent subjects, the same subjects

Tyndale appeals turned down

Three of the tenchers who figured in the Willion Tyndole Junlor School controversy were finally Heked on Mooday.

papers for the same subjects, and oniong different examine subjects, and Though the prime concern of overy board is to insluting com-porable standords there is no herd evidence that they have been successful. "Comparability studies A ilvestroug staff oppesis com-mittee of the inner London Educa-tion Authority uplield an internal fribunal decision that teachers—Mrs Osrothy McColgan, Mra Jockie McWhirter, and Mr Steve Felton— were guily of "indisciptine" for their part in the dispute ot the khool is 1975 ond ahould be dis-missed. The committee, headed by Mr

The committees, headed by Mr John Stanagao, heard oppeals by the headmaster, Mr Terry Ellis, end his deputy, Mr Brian Haddow, suller this weak.

Court rules against reprieve

bi dance of parents of the 550 Scheik St Marylebone Grammar seller be inner London Education Authority plans to close it now tooks remote.

Three Appeal Court judges have

by Bob Doc

Exam board joins the

don't knows in debate

over shifting standards

Pep talk

I CP LAIK. Local authorhies erc to bo osked to make better use of their muscey schools, day nurserles, childminders and playgroups, whether run privately or by the conacil. A joint circular urging greater coordination of pre-school services is being pre-pared by tho DES and DHSS for publicotion this outumn. The circular is a follow up to one sent out in Morch last year, which advised ell local authoritea to set up machinery for joint plomning. They were invited in write in obout what they were doing and how they wanted to develop their services. Some outhorities ore understood not to heve replied. Among suggestious for rationaliz-

The Depurtment of Education estimated this week that about 1.5m children wabil bo cligible for feeo meols in September, About 850.000 now claim them. Free school meols will cast phone fl8m this year and £28m next year.

what they were doing and how they wanted to develop their services. Some outhorities ore understood not to heve replied. Among suggestions for rationaliz-ing and reconciling ore-school care and education are centres combio-ing a school, a nursery, a medical service end other extras such as toy libraries in which professionals, amateurs, volunteers and parents could all ba involved.

On Turadity the linner London Education Authority decided by 18 wotes to 15 uot to grantald tho school to the tune of £20,000 a year. On Wednesday the London Evening standard 'published a fromtport. The achool, in a rundown part of laington, has successfulfy edu-cated 50 children for filve years— many of them persistent truanta to previous achools—and was three-tened with closure when grants from foundations driad up. Mr Peter Neweil, e worker at the school, end all the staff felt the Labour controlled ILEA was still the "sogieal source of funde", and they would continue to press for unoney. "Tuesday's vote by the subactify was the colosest yet, with six Labour members going against the whip's instructions."

By For teachara to corry forward in their minus from year to year the yerdstick to be used was not easy 30 yeers ego whon exeminetions were reletively aimpie and antriea more homogenous. Now it is event moro difficult because of the variaty of exominations and syllabuses.

There have been developments in objective testing end computers have been used to improve the accuracy of many aspects of sxamining but it is debateble whether examin Ing at 16 plus la mora or less accu-rate now than 20 ysers ago. It is not for the examining boarda

Only when e number of different methoda for making such compari-sons ere used together and all point the seme way can rsllebla conclu-sions about consistency be drawn. But tbls multi-mathod epprosch has naver been tried.



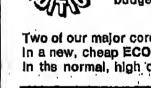
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from year to year, olternotive papers for the same subjects, and

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Now it's disuse of English

Cambridge Hoiversity, tha only re-maining university to infisit on a psys in Use of English as on an-irance requireoccut, hos decided to wsive it from 1978. A lettar has gono out to schouls telling tham that ceodidotes for sdmission will in future he shio to offer a grade A, B or C pass in O level English

language. Sinco Novembar, 1975 when Ox-ford Hebdomadol Council decided that the Use of English should no

requently get a PhD, Dr John Spice, who is also chairman of the Schools

Conocli science committee, told e tonference in Sheffield lest traak.

tives. The Joint Matriculation Board was the first to annoance that it had dacided to accept o pass in English language at O lovel as an alternative to a pass in the Use of English. Others followed, and by the end of 1975 only Cambridgs retoined the paper as a compulsory regularement.

that the Use of English should no longar be o compulsory requirement for admission, Csmbridge elooe lias insisted on it for all candidatea oducated in the United Kingdom. Jotroduction of the poper arose from the oppointment in 1955 of a Combridga Univarsity syndicore to ensure thot cendidates, without necessarily qualifying in a classicel innguago, should at least show avi-deuce of o sufficiant goneral aduce-tion. Oxford acd Cembridge onlopted e schemo leading to the compulsory Use of English from 1965 onwards. They were fullowed shortly after-

Storyteller Sir Bernard

Miles, at the opening this week of the Children's Books of the Year exhibition at the National Book League, London.

'Vested interests' stall on sixth form change

The proposals to breaden the sixh-form curriculum are in danger of being defeated by those with a vested loterest in the present "uni-tion" Element form of present sected correst in the present "uni-tor be type of chemistry science. Solence olucation of present f 11 In the interests of tha smell immore who would go to univer-ity to study pure science and sab-sequently get e PhD, Dr John Sples, interest of the Sples. f had to teach." He accused meny universities of inking "su exacted nearby nerrow mindad view" of the N and F pro-posels. Thet vlaw was not justified. Alroedy undergroduetes qualifying for science courses with OND, the Internetional Bacceleureata or Nuf-field Physical Sciencas had proved acceptable and obla to copa.

conservatioo. It was no good children just learolog that sulphur dioxide wes a emelly gas obtaiced from heating certain substances in the laboretory certain substances in the labo end not that it was e by product of reth cosl-burning nower stationa with a deleterious effect on flors, feume

d end not that it was e by-product of coshburning nower estationa with a deletorious effect on flors, feure and our cities. The most pervealva common pro-blem of all is that of youth unem-ploymaut. Those who argue thet if only the Government did ulits in revery Western country, Irrespotting or that, the problem would go eway, have to explain why it exists in created the dominant political view io other's eitempts to amellorato it-least of all in respect of this part that educetion and training can play. Yat whot policy consequences flow from this realization of com-uum problems ? Our differing gove ermeotal, political, and educations structures prohibit e commoo curri-culum, or a comoon system of pro-gression from general to vocations

and the second second

Careers work gets short shrift on timetables

by Mark Jackson

Two-thirds of the schools in a sur-vey undertaken by the National Association of Caraers and Guid-ance Tanchers adiacated less thao the equivalent of a quarter of e teacher to timatsbled careers work. Haif the schools provided no more time than this for pestoral work.

time than this for pasional work. The survey, which was submitted to last weak's annual conference of the association in Liandaff Codege of Education, Cardiff, showed that two-thirds of 2,198 taachers desig-nated for guidance work in the 275 schools surveyed had received no troining in careers and/or coun-salling. Only 6 per cent of them had more thun me week's training. But just under e third hod beeo reloased for some kind of work

observation or experience in indus-

Starved of cash, say staff

big. Most of the schools had some visiting speakers from Industry and arranged for same, but not all, their pupils to visit industrial coo-cerns. More than ball provided work experience for some pupils, but only six per cent provided for all. About half the schools devoted periods to currents aducation and periods to curears aducation, and rather fewer incorporated work preparation in the teaching of specific subjects. The essociation does not claim

that the sample studied is repre-sentative of schools as a whole, bu considers that since the scho concerned are mainly those h which its active members are work ing, it is likely to present o rake favourable picture of the over

of careers officars in focular in the service, say the careers teacher, is that they are directly represent through their institute on various national bodies. The conference passed a rest tion urging membars to try to get their unions to bring pressure a local authoritians to step up is service training. It olso called a the Government ond local subst ties to provide more resources for careers teaching in schools. In a resolution welcoming its Government's daciation to implease the Holland recommendations, the conference called for mainteness allowances for the over-16s the stayed in full-time education; if or block release far young worker, full career guidence and counseling services in all schools and collegen speciel regord to the employment probleme of girla; end positive encouragement far employers is take on more of the 16 to 19-year-olds.



try. Abont one in ten had worked in industry before ontering teach-



Education Council certificate r higher certificate or e diploma r higher diploma. "It means a phasing out of the ordinary sad higher national certificates and diplomas and City and Guikk qualifications", he said. How far the council would be responsible for validating courses in art design was discussed when the full council met on Wednesdey. This follows rejection by the Government of suggestions made in the Gann report in 1974 that e design vocational council be set up.

· .. .

Two weeks ego I was the only British representative at a small col-lognium in Paris. Most of the dozen people present ware distin-guished educatively at a construction ment ministers. We met to discuss possibilities for Europeon coopera-tion in education, and how the cur-riculum could be designed to include both the transmission of the com-mon culture and vocationel prepera-tion-meet viewed from a European rother than a narrowly nationalistic perspective. perspective. As co often in such gatherings, we were able to agree casily coough on objectives, but in two days came to no very firm canclusions about the means of implementing them. I We shall, of course, eneot again----but i suspect the task will prove to ittle easier the third or fourth lime round.

Conocli science committee, told e conference in Sheffield lest maak. There were "fundementel edu-rational arguments" in favour of the plans to replace A levela by N and F levels, he said at the con-

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PERSONAL COLUMN

in higher education. The Council for National Aca-demic Awards and the Open Uni-versity lost weak announced a scheme which would parmit stu-deots to transfer between ooch other's courass. The two inatiu-tions, together with the Com-mittae of Directors of Polytech-nics and the Committee of Vice-Chencellors and Principels, were represented et yasterdey'a niceting. By 1981 about 300,000 students



Extracts from the Green Paper Proposals and recommendations

Foreword

Education in the last decade has undergone great changes. The pare and depth of these changes are remorkable. Twelve years ago, the Labour Government issued its first circular an comprehensive reorganization, an objective which is largely hut not yet whully schieved, ond which the Government is determined to complete. schieved, ond which the Government is determined to complete.

The period of children in the schools, and of the number of children in the schools, and of the number of young people in higher and further education. This in turn created a the school curric demand for many more teachers. Not surprisingly, the lumover of teachers and the proportion of teachers with only a year or so of teaching experience have been very high. These factors—the speed of chonge, high turnover, inexperienceal teachers trying to cope with new demantis and new methods—have put considerable stroin on the schools. There are some areas of weakness in education and

e CURRICULUM The design and monagement of the school curriculum play a cantrul part in determining what is achieved by our schoola. Much endighteneti and intelligent developmant has taken place, but existing practice needs to be reviewed us a prelimi-nury to defining a naw frontework. Tha Secretaries of State propose a review of curricular arrangaments, to be carried out by locsl aducation autharities in their own areas in consultation with their teachars, This review will pracede consulta-tions on the natura of any solvice

elnis must include rite achievement of besic literacy and numeracy at the primary stage. As an element of this review the Secrutaries of State propose that Lams should examine and report on their axisting practices in relu-tion to racords of pupils' progress. The troditional division of lebpur between men and women is rapidly breaking down. The curriculum should reflect this by educosing boys and girls eccording to their needs and copacilles as individuels und not according to sexual steren-types. Cero must be takou to sce that girls do not, by subject choice, limit their cereer opportunities. Both saxes abouid leern how to copo with domastic tosks and with parenthood. Our acclety is a multicultural, multiracial one, and the curriculum should reflect a sympathetic under-standing of the different cultures and races that now make up our <image><text><text><section-header><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text><text>

Already in three quarters of our schools the selective system is a thing of the past. The content, es woll as the structure, of education has changed. There has baen e wide range of new demends on the curriculum, the introduction of new methods of teaching, and the gradhol acceptence of o new examination, the Certificate of Secondory Education. These changes have bruight with them u good deal of controversy; can-troversy aver what hos been achieved, over standards, and over the elmts education aught to hove.

gramme of national ossossment of the school system in 1978, Lacal experiments in the provi-sing of leaving certificates for mupils will be kept under reviaw. The Secretarles of State will con-sider the possibility of cannolssion-ing a antianal study. The Secretories of State are studying the Schools Council's pro-posals for changes in the axaminan-tions normally taken of 16-plus. The Secretaries of State will discuss with the Schools Council the possibility of fitting exploratory work on a

consult the local authority ond teachers' associations in measuras to improva induction training, ond hence the professional competence of teochers at the early stages of their caraar.

The Government's expenditure plens, which are of course subject to annual review, envisugo increns-ing financial provision for in-service

Ing interciol provision for in-service training. The Secretary of Sinte considers that each local education onthority should establish advisory machinery to dovelop programmes of in-service education out training for teochars. Sho will horself put forward any proposels for regional or notional level organization of courses when level organization of courses when the working group on the manage-mant of higher education has raported. In the longer term, in-service

truining is an activity which night be considered appropriote for spacific grants if the scope of sucb grants were to be widened,

After consultation with ACSTT, the Government is lostituting a 10 par cant sample survey this autumn of accondery echool tee-chers, which will indiceta among other things how thair time is divided between teaching and othar The Secretary of State believer

thet senior ond experieuced teechars eliculd devote es much time es possible 10 teechiog. Locel educotion outhoritias should

dovelop more systemetic approachee to the recruitment, cercer develop-mont, treining and deployment of their teachars; and should consider



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.egb.

and

Standards

assessment

hed been a serious decline in etcationel standerds. But elsewhe

the conviction has been express

that dotorloration has been express that dotorloration has occurs Undoubtedly higher standards by been mora difficult to achieve a recent yearo because of the higher rates of wastege and turnet emong toachers in primary and a ordery schools, especially is an deprived urban areas.

One important reason for treas

Within the general broader

the curriculum there has been extension of the range of side

The curriculum

While only a tiny minority of schoola adopted the child-centred epproach to the exclusion of other teaching methods, its influence has een widespread.

monitoring of the progress of iadl-

While the majority of primnry teacbare, whatover approach they use, recognize the impoctance of performence in basic skills such as roading, spolling and arithmetic, some have failed to echieve satisfactory results in them. In some classes, or even some schools, the use of the chlid-centred opproach has deterioreted into lack of order end applica-

The challenge now is to rastoro The characherge how is to ratio of the sigour without damaging tha real benefits of the aluid-centred developments. This does not imply suy great chango in the rango of what is taught, but the following features, already recognized by the most effective schools, nood to be ccepted throughout the system:

(i) in all schools teachero used to be quite clear about the ways in which children make and show progress in the various aspects of their learning. They can then more casily choose the best epproach for pupils.

(iii) Teachers chould be able to densify with some precision the levels of achievement represented by e pupil's work. In parts of the curriculum such so arithmetic, it entrection such a artifictic, it is relatively easy to organizo e series of targots for the pupils eccording to a logical sequence of difficulty.

the regional detail. (1v) Even altowing for local and (1v) Even altowing for local and individual meeds, daildren through-sout England and Wales have many educational requirements in com-mon. It is therefore reasonable to expect that children moving from e primary school in one part of the find much that is foulliar in kind if not in detail. (v) There are source difference of a second do not be a

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PRIMARY SCHOOLS Primery schools have been trons-formed in recent years by two things: a much wider curriculum than used to be considered suffici-ont for elementary education and ent for elementary education, and tha copil growth of the so-collei "child-centeed" approach. The pri-mary curriculum hes been enriched by n fooling for colour, design end muelc, and by the introduction of simple eclentific ideos. While only a tiny minority of achool work being stacted earlier and othere leter. It can, however, cause eome difficulty for pupils wito trensfer into or out of the a minority, translation is a matter in auch areas need to give spacial

SECONDARY SCHOOLS The end of salection for secon-dery educetion, to which the Gov-ernment remain wholly committed, It has proved to be a trap for some less able or less experienced teachers who applied the freer methods uncritically or failed to recognize thet they require careful planning ef the opportunities offered to children and systematic monitoring of the progress of iadlis in eight. With the benefit now of subateotiel experience, the three



The peca of change has outstrip The peca of change has outstrip-ped the supply of appropriately qualified and exparienced teechers. Some did not understand suffici-ently cleerly the neture of the changes on which they wore em-barking, nor did they all have the banefit of adequate support from in-sorvice coursee. This is particu-larly true of teachers changing from a grammar or occondary mod-ern school to a comprehensive ono.

In addition, the oecondary curri-culum has been under greet pres-aure from the constantly growing demande upon dt. These reflect the complexities of adult life which evalt the pupils when they leeve school. But there has been con-

eccording to a logical sequence of alfflort, In other parts of the enrriculum where the ecceptors are planning to a school, But thore has become and social ewareness, it may not that the curriculum has become overloaded and thet essantial edu-and social ewareness, it may not that each are provided and thet essantial edu-and social ewareness, it may not that they make of the curriculum for ell pupils up to the secretaries of the curriculum for ell pupils up to the each of the curriculum for ell pupils up to the each of the curriculum for ell pupils up to the each of the curriculum for ell pupils up to the each of the curriculum for ell pupils up to the each of the curriculum for ell pupils up to the each of the curriculum for ell pupils up to the each of the each of the each of the each of the curriculum for ell pupils up to the each of the t

society. Not all these comments may be equally velid but it is cleer that tho time hes come to try to ostabilsh generally accopted principles for the composition of the secondary curriculum for all pupile.

COMMON CORE This does not presuppose uniform answars (schools, pupils, and their teachers are different and the cur-riculum should be flexible enough to reflect those differences. But there is a need to investigate the part which might be played by a " protected," or "core" elemant of the curriculum common to ell echools. echools.

The creation of a suitable core is intended to cover: Local errange

ACTION ON THE CURRICULUM

Action to improve the planning ond development of the curriculum will be successful only if it takes into account fully the division of responsibilities for oducation in actions.

schools, In practice, much of the respon-sibility for deciding the curriculum of each school is devolved by the local education authorities and the governors or managers upon the reachers or head seathers in the

It would not be compatible with

It would not be compatible with the duty of the secretaries of state to "promote the education of the people of England and Wales", or with their accountability to Parlie-ment, to abdicate from leadership on educational issues which have become a matter of lively public

concern. The secretaries of state will, therefore, seek to establish a broad agreement with their partners in the education service on a frame-work for the curriculum, and, par-ticularly, on whether, because there are sime common to all schools and to all pupils et certain stages, there should be a "core" or "protected " part.

In their turn, the local oducation audiorities most coordinate the our-riculum and its dovelopment in their

chools.

The Green Paper

The creation of a suitable core curriculum will not be easy. Pupils in their later years of accondary achooling heve e wide range of interests end expectations. Many of thom will need help to ace the relevance of what achool offers end to understand how their skills can be used for their adult and work-ing life. This can contribute to over-coming the lack of motivation and unco-operativo attitudes displayed by aome pupils. unco-operativo attitudes displayed by aome pupils. ft is mot the task of schools to prepare pupils for specific jobs but experience has long shown that etudies and activities thet are prec-tical and obviously relavont to work-ing life can be visuable as a means of dearning, including the learning of basic akills.

OTHER CHOICES

OTHER CHOICES Apart from the cantrel question of curvicultum planning up to the age of 16 there are other aspects of the problem thet need more study: (1) Some narrowing of the range of subjacts studied after 16 is legi-timate and perhaps inevitable, but traditional praotice in England and Wales may have gono too far in this direction. Soma of those wino follow academic sixth form courses devote elmost ell their time to only two or three olossly related arbjects, without even the substan-tial broadening elemont of general studies provided in many schools. There hes however been much of econdary education, and it will come under scrutiny egaln in rele-One important reason for tips ing educational atenderds new improve is the marked decline in wastage among taochers in the pe-two years. It is estimated then 1976 wastago was between 61 m cent and 72 per cent and is ne unban surhoutties turnover we he firm hulf the 1974 figure. A per of stability would do a scet to of good for our schools.

of secondary education, and it will come under scrutiny egain in rele-tion to possible changes in the examination system. (ii) Both before and after 16, care must be taken to see that girls do not by their choices limit the range of educational end carear opportunities open to them. Positive steps may be necessary to encourage steps may be necessary to encourage girlo to broaden end modernize their aspiretions and to feel confi-dent of success in unfamiliar fields

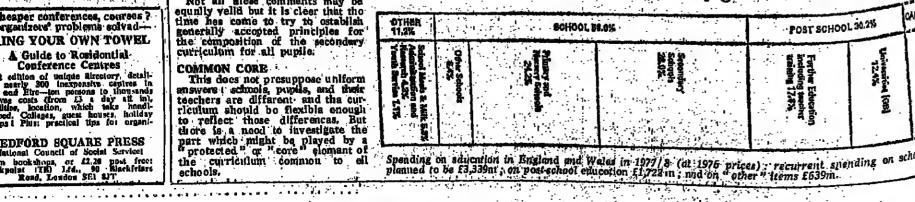
of science and technology. This is particularly important now that there ere many fewer places available in colleges of education to which a large number of girls heve weditionally gona for their higher education.

of girls heve treditionally gona for their higher education. (iii) The curriculum for the leso acedemic sixth-former is not well defined. The same general prin-ciples apply as at earlier stages in the secondary school but particular cere has to be taken to ensure their the education given to this very wide range of pupils furthers their career prospects as well as their personal development.

WELSH IN WELSH SCHOOLS WELSH IN WELSH SCHOOLS Children in Weles should be given the opportunity to have Welsh in their curriculum in eccordance with parental wishee end where practical considereilons ellow. The evidence does not suggest that elitier the inclusion of Welsh in the curriculum or ito use as a medium of teaching has harmful effects on general educational progress. progress.

progress. In crees where Welsh le used extendively it is a proper objective of the curricule of the schoels to enable pupils to develop e command of the languaga which will ellow them to enter fully into the life of their community. Whara Welsh is spoken only by omail minorities the objectives are necessarily difthe objectives era necessarily dif-

Where the money goes



At the regional conferences in was no widespread view that the

PUPILS AS INDIVIDUALS

planning and teaching ;

(iv) to provide information chout

extension of the range of skill si-idees that have been looked by in children. This may cut book wi-lt has been alleged that, in size achools, improved fluency in size has been achioved at, its ener of accuracy in spelling and your tion; and that efforts to sinds modern aspects of mathematical to reduce apprehension is pair have been accompanied by size ished accuracy in traditional size ished accurncy in traditional a metic. In addition some teacher metic. In addition some readent primary and occordery schools a found thenselves teaching bad the limit of their previou and ence and professional computer, this is an important cause is p cern, for example, in relates sbandards of achievement is the matics at the primary shall matics at the primary shall French at the secondary shall Some of these problems or the

os temporory ond others cak ovorcome by in-servics training SO 071. Growing recognition of the for schoolo to demonstrate is uccountability to the society they scrve requires e cohere soundly based means of ameso for the educational systems i whole, for schools, and trat vidual pupils.

THE NATIONAL LEVEL THE NATIONAL LEVEL. The traditional and long usive lished means for assessing the particular formance of the educational system os a whole rost with HM importance torate end, more recaulty, with ker education authority advisory ar-vices. It is for local education sub-rities to docide how to apply fu-results of inspections by local is-spectors. In contrast, the cash-sions reached by HM fraspectors must be compared by HM fraspectors must be compared by the system netionally to the education system.

THE SCHOOLS

Local education euthousties at to bo able to essess the reith performance of their schools a

contrary school in one part of the since will do so for as high a proporting to construct the second sources and the second sour

own areas, taking account of local chroumstances, consulting local inter-ests and drawing on the work of the Schools Council and other curriculer research and development egancios. In this way the propar profe-sionel freedom of individuel school

their views. The intention of the secretaries of stete is thet, following these con-sultations, they should issue a circu-im asking all local oducation sumbo-

THE TIMES ENUCATIONAL SUPPLEMENT 22.7.77



their iospectors out advisers, oud such self assessment as moy be undertaken by the school. But league tables of school performance based on exumination or standard-ized test results in isolation can be ized test results in isolation can be secondly misleading because they fail to take occount of other impor-iant factors such as the wide differ-ences between school catchment

The minin purposes of the assess-ment of individual pupils are :

(i) in provide teachers with in-formation along the progress and seeds of pupils for whom they are responsible, and to easile them to assess the effectiveness of their own standing and teaching . (ii) to enable the pupils to know

pupils at points of transition within the education system and when they leave school to start work or to go oo to further and higher educetion. Teachers have many procedures of assessment, hold alone and with their colleogues—minute to minute quationing and scruting of child-ren's work; objective tests; periodic internal school examinations and pinpointing individual weaknosses through diagnostic assessment, in-cluding testing. Teachers' profes-tional competence and knowledge ora of prime importance here.

The Departments oro concerned with assessing individual pupile only as members of a representa-live sample, and this is the mejor function of the APU. A number of education authoritics have already decided oo or are consideralrsady decided oo or are consider-ing monitoring the performance of pupils in their areas: tests suit-able for this purpose are likely to come out of the work of the APU. lifere again the Departments' con-cern is that there should be con-sistency within incal education authorities and wherever possible between outhorities. between outhoritics.

ft bis been suggested thot in-dividual pupils should at certoin see laka external " tosis of bosic iteraty and numeracy", the impli-ation being that times tests should be of national that times tests should be of national character end uni-versely applied. The Sccretarlea of State roject this viow. Because of the differing ebilities and rates if development of children of the shoel age, tests witched at a single school aga, texts pitched at e single level could be irrelevant for soma and beyond the reach of others. Moreover the temptation for schools to seach for such tests would rick dispering the carriculum end poo-mby heveting rother than reising verage standards,

LAVING CERTIFICATE

ever, practical difficulties

PUBLIC EXAMINATIONS The Government accept the need Iranster

the covertainty over the develop-ment of 16-plus and 17-plus examin-ations and the value of implement-ing desirable changes without delay. But, equally, they are determined that uny changes introduced shall atond the test of time and that the examinations of the future, as af the present, shall have national currency and acceptance.

rency and acceptance. The present system of single-sub-ject GCE O level and CSE exami-nations of 16-plus is healthy in than it helps schwols to tullor the curri-culum to fit the needs of individual pupils who are taking external examinations, and it can benefit those unlikely to be saccessful across a wide area of the curricu-luo. It hus, however, been sug-gested that a "granged" certificate aworded to candidates who take ur an oppropriate level a number of specified subjects including malie-maticg end English, and possibly science and a modern lauguage, might provide a useful incentive to pupila to follow mare balanced courses. Courses.

Study of this mossibility would Study of this gossimility would not imply that single-subject exami-ning at 16-plus should be than-doned. Those for whom it may be appropriate to take subjects including unne or some nnly of thuse specified could still do so and could (ii) to enable the pupils to know how they are progressing and to pra-yide incentives to better perform-ance;
 (iii) to enable purents to be in-formed about their children's cdu-cational progress;
 (ii) to provide information data and could proceed a progressing and to pra-wise, if issue of a grouped certifi-cate was conditional on the achieve-ment of certain grudes in one or more of the specifical subjects, lesser grodes could still be recorded es they are pow.

es they are now. The uses in which such a granned The uses in which such a granued certificate might be put by employers or in further und higher education would need carefal scruthy. When such issues hove been studied, it will be necessary to consult further on the issue of principle, whother a grouped certifi-cate on the bast basis that con be devised should are obould not be introduced. The Government intend to take that decision in due courac, but ere under no illusion that the to teke that decision in due courac, but ere under no illusion that the appropriate study can be com-pleted quickly or thot it will not be controversial. At the same time the sooner it is started the better. The Governmenn will he embarking ou telks with the Schools Council and other bodies (including the Examination Baards) ubout the pus-siblity of fitting the exploratory work into the former's current work into the former's current

RECORD KEEPING

programme.

SCHEAL. EL B E-S

The need fur kcoping school records of the educational develop-ment of individual children has long been recognized. It is more than ever true today, bearing in mind the greater number of trens-fors between schools which now take many as a result of increased The second state of the second state in the second state in the second state in the second state is the se

The Secretories of State therefore inconsistent standards por-by keachers; a risk of cer-f, being a discouragement afavaurable ussessments, ond stinulus to those rersy between parents ond this Scretching of state therefore to should examine and report on thair existing practices in roletion to records of pupils progross. The review would cover the records themsolves, arrangements for parents to see records, and the currency the records should have. There is a need for high standardo of professional accuracy in roordthan a stinulus to those infavaurable ussessments, ond iostibility of sparking off hers through honest and frank be watching relevant local ing a national study into the ing certificata. then solves, arrangements for themsolves, arrangements for themsolves, arrangements for parents to see records isloudd have. There is a neod for high standardo of professional accuracy in rocord-sistency of practice betwoon differ-ent areas of the country.

Transfer Substantial problems can occur at the goint of transition between printary and secondary schools. Lack of continuity hetween succes-sive stages, where program aready been leorned. This while problem needs the urgent attention of local education authorities, where the printary and parents whose the goint of transition between successing containing the subjects they will teach the subjects they will teach and that eventually the outer means the subjects they will teach the subjects they will teach and the goint of transition between successing the subjects they will teach and the subject the subjects they will teach and they will the subject the world of teach and they eventually the subject teach and they world the teach and they are they world t least to ensure that parents whose jobs demand mobility should not ic deterred by fear of disruption in their children's schooling.

Minorities

ETHNIC MINORITIES

Some children belonging to ethnic minocities, buth recent immi-grants and the descendants of corlier immigrants, have special cultural and educational needs. The grants and the descentants of crimingrants, have special subsectional deducation and education and education service will need to encourage more young people from the ethnic minorities to enter teachcourage more young people from the ethnic minorities to enter teaching.

The Secretarles of State are also The Secretarles of State are also prepared to set up an inquiry tn consider directions of future policy. They are concerned that there ohould be a broad basis of agree-ment about the objectives of such a committee, and have invited views on whether it should be concerned for oxample with West Indians only (os recommended by the Solect Committee) or be extended tu include the needs of other minority groups; elternativoly anch an inquiry might embrace the wider concept of the oducation of ell children for life in e multi-racial soclety. soclety.

HANDICAPPED

A few children suffer from physical or mental handlcap or mental disturbanco so aovere that mental disturbanco so aovere that dodicated ond specielized efforts are nocido to help thom echlovo the most modost—though nevertie-loso worthwhile—levela of educuloso worthwhile—levela of educu-tionel performance and aociol adjustment. Meny others have less serious handicaps which coll for special education—in the tratil-tional sense of the term—elther in special schools or increasingly in ordinary schoolo. Apart from oocloty's duty to enable every child to benofit to his limit from tho education system it is important in to benofit to his limit from the education system it is important in the national interest thet the full potentiel of the handicopped is dis-covered end developed. The integration of handicapped childron into ordinary schoola, where this io in their intoreats end precticable, will be helped when Section 10 of the Education Act 1976 is brought into force.

TRAVELLING CHILDREN

Children of travelling parents. such es gypslea, preseut opeciol problems to tha education service. Mony authorities ere to bo com-mended on the perticulor measured which they have taken to help this section of the commu

Teachers

INIT FAL TRAINING The rogional conferences revealed fairly widespread misgivings in rela-tion to tha following issuas:

(1) whether ontrants to the teach-ing profession have a sufficient command of the English leoguage and era adequatoly numerate; (ii) whether teachors have an adequete appreciation of the world outside the education system ;

(il) whether existing courses of toacher, education give enough, atten,

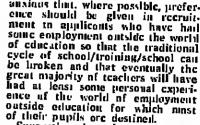
of training and allay the misgivings referred to ahnro.

The aim of the Secretary of State is that there should be as soon os possible a graduato entry but o the teaching profession, thou from 1979 or 1980 the entry to the existing cer-ificate courses should be phased out, except for the shortened cour-aes in particulae subject oreas for matura entrants with relovant queli-fications or experience, end that the unrula minimum entrance qualiff-cation the BEd courses should be two GCI? passes at A-level. She proposes also that entrants to such courses should have a mini-The aim of the Secretary of State

measures might bo necessory to en-

sure thut the case categories of potential teachers have adequate opportunities to qualify themselves for entry to teacher training courses.
Opportuatiles provided by the integration of teacher aducation with other forms of higher educetion, espocially in tachnology end business studios, will help to give teachers a better acquaintance with.
(1) She would like to see introduced a policy for much greater exchange of teachors between schools end colleges so that each has n better numerstending of the other's rola.
(2) She proposes to foster the growth of a network of centres of teachers a better school of a network of centres of teachers a better school of a network of centres of teachers a better school of a network of centres of teachers a better school of a network of centres of teachers a better school of a network of centres of teachers a better school of a network of centres of teachers a better school of a network of centres of teachers a better school of the school of teachers a better acquaintance and understanding of, the industriol

But the Secretnry of State is olso



ance of industry and commerce unit the challenges which our society as The Secretary of State helieves

that these aspects should be given greater attention in initial teacher training and that training establishments should moke specific provi

nients should make specific provi-sion to cover them. They should be better oble to do this effectively if staff involved in training include a reasonablo number with first hond experience of these problems. The Secretary of State shares the widespread view that teacher clucation end other higher cduca-tion should be more closely integ-rated, both institutionally and in course structures. This polley, ingether with the phasing out of the certificate enurse and the rais. the certificate churse and the rais-ling of entry stendards, should ensure thut teachers have a thorough knowledge of their subjects. It is important that sufficient

It is important that sufficient attention should be pald to teaching skills und that in more general-parpose institutions of higher education the special resources needed for professional aspects of training, including peetical guid-ance ou the development of cless-room skills, should not be lost. The Secretary of State has in mind three proposels which sha balleves would holp to avert this danger and to reinforce the pro-

danger and to reinforce the pro-fessional aspects of teacher educe-



scholarship and prafessional expert-ise within the reorganized teacher training system. She would hope that, over e period, some institu-tions would come to be recognized as notional or regional contres of development and resources in particular fields in relation to nitial end in-service training.

Thus e centre might be subject-oriented, or it might specialize in development work for particular sge ranges of children, es certain colleges elready do; other centres might take the lead in rerognized problem areas such as remedial education, or the teaching of the mentally handicapped

3. The Secretary of Slate sees gap in the current arrangements far the development of the content of teacher education and training, in that those who are professionally concerned with thicse matters at present meet separately under tha suspices of the Council for National Academic Awards (CNAA) and valldating universities, in committees established by teachers' assoriations and the Universities' Cauucil for the Education of Teachers (UCFT).

The Secretary of State propases on discuss with the leachers' and other interested organizations how this gap might best be filled.

INDUCTION

The Secretary of State considers that the time is ripe to devise more coalprehensive orvangements for supporting teachers in their initial period of service on extering the profession, and for sssessing their progress during that period. It should be passible for the work-load end level of responsibility

which new teecbars undertaka during this period of practicel apprenticeship to be reduced end more closely defined, end there



should be no neceasity for the moro difficult teaching tasks to be essigned to them.

The Secretary of State elso envisages that dosignated experi-cneed members of staff shnuld he given apecial responsibility for over-seeing their work and progress.

The reduction in the rate of recruitment af new teachers should make these davelopments possible without edding unduly to the bur-dens of experianced staff; it should place enable a closer watch to be kept on the progress of new teachers (for longer thup just the first year of service if necessary), and of service if necessary), end a higher etendard of practicel compatonco to be required for the passing of probation than was feasible during the years of suvore teacher

It would be consistent with tills approach that the statue awarded on successful completion of training luitial and from normal in-sarvice should be an futerim one, and thet training, may be necessary, for the achievement of full status, as exomple to enable teachors with



The Government's expenditure plans envisage increasing finencial provision for in-service training. The expenditure plans, which are of course, aubject to annuel review,

tion and Induction training will rise from the full time aquivalent of 4,500 ht 1977 to 18,500 in 1981. The Secretary of Sinte's plans far the reorganization of tenchers educa-

the reorganization of tenchers educa-lion make pravision far recources equivaient to 10,000 full-time in-service places in polytechnics and cnilegos which could includa nat only longer full-time eod part-time courses but also consultancy ser-vfces, related, for example to schoal-hased valuing, and cooperation in the work of teachers' centres. In additian, university provision amounts to perhaps 3.000 full-time equivolent places. The provision of resources on this scale is a neces-sary, but not in itself a sufficient,

sary, but not in itself a sufficient, guarentee that programmes will develop to the scole the Government would wish to eee.

Local education authorities will have the major responsibility for developing programmes of in-service education and training. The Gavernniant believe that each autbarity shauld establish advisory bodies of

shall establish alvisory boules of leachers end treiners. Provision of longer, mare advanced end more specialist courses will need to be organized at sub regiauel or regional and sometimes nutlonel level. The Government regret thet their earlier proposals for regional committees were not acceptable and will put forward fresh proposals on this matter when the working group on the management of higher educetion has reported. Priorhies which need to be baine in mind include :

(1) is service training (and laduc-tion programmes) for the special problems of multi-rectul schools,

problema of multi-reciul schools, immigrent communities and schools in deprived innar urban areas; (ii) ibe development of lenguage skills and mathematical skills of all lavels but with particular attention to the primory atages; (iii) improvement of professional competence to recognize pupits' handicaps of various kinde and to caunter them ee far as possible; melniy, but nut exclusively, in reme-dial education at both primary and eccondary esagee;

dial educatian at both primary and econdary etagee; (iv) the continuing meed for the training of schlor teachere, especi-elly heads of departments end head teachere for the complex tasks of actional arganization and manage-ment, including the design and planning of the curriculum.

orillnary schools for teaching the

approaches to the recruitment, career development, training and deplayment of their teacher force. They may well need to improve their available stack of information about their teachers.

Local authoritics will eccordingly need to forecast their requirements by subjects, at different levels of quelification: will sama reliability. Again, local authorities will need to study the age distribution of their teachers in relation to particular subjects they are competent to teach; this may reveal an impending crisis, far example, if the majority of teaching staff available for e particular subject are neering retireparticular subject ara nearing retire-

The Government, In respanse to an initiative by ACSTT are inetituting a 10 per cent sample survey this automn of the qualifications and present dulles of secondary school teachers. A number of eutho-rities bave already decided to extend this inta a complete consus of their eacondary teachers,

One of the issues for particular consideration is the amount of time speat by senior and axperienced tenchers is administrative or pastoral duties. The Secretary of State beduties. The Secretary of State De-lieves that these teachers should devote as much of their time as possible to teaching. The character and quality of the head tescher are by far the main influences in determining what e school sets out to do and the extent to which it achieves these dime.

Authorities will wish to consider whether their pressut arrangements are securing the best possible appaintments, and also whether they ara doing enough by way of training to faster the qualities of leadership

(iv) the continuing need for the training of schlor teachere, especially heads of departments end head in training of isster the qualities of leadership requires, both among aspirents, in order to improve the supply of good candidates, and upon appointment and et intervals thereafter.
 MAKING BEST USE OF
 During a period nf decilining pupil numbers, the nood to match the changing requirements of the accepted by both teachers end entervals in come possible to allow some imploying authorities.
 Re-training es distinct from ploying authorities.
 Re-training, may be necessary, for exomple to enable teachors with

ability of well qualified teachers of shortage subjects to the oxtent that less suitably qualified teachers elready in post can be redeployed or retired.

or retired. The overwhelming majority of teachers give devoted and efficient service throughout their careers. But there remains the problem of thosa teachers at all levels whose parformance clearly fulls below any acceptable ierel of efficiency. In a period when mine well quali-fied applicants are likely to be avail-able than the schools can recruit, ell those concerned need to deal with this problem.

n snartage-sunject areas. It ended to the content of the shape include: (1) meeting the need for speciallst teachers in the physical and technology, which are perticu-larly relevant to the country's indus-turial needs and where there bevan been persistent shortages of ede-quately qualified teachers to work (ii) re-training teachers to work with children of different eges, to take account of the changes in age structure of the school population; (iii) the furthar training of sub-able candidates with experience in orilinary schools for teaching the banding anced. take account of the changes in age structure of the school population; (iii) the furthar training of sub-able candidates with experience in orilinary schools for teaching the banding anced. take account of the changes in age structure of the school population; (iii) the furthar training of sub-able candidates with experience in orilinary schools for teaching the banding anced. take account of the changes in age to some a after past within the authority's service which is better solted to the teacher's capabilities. In other cases special help from

orilinary schools for teaching the bandirapped. Employing authorities will need to develop mora aystematic approaches to the recruitment, career development, training and deplayment of their teacher force,

In all these matters an authority which readily offers full consulta-tion should be able to count on ebout their teachers. For example, if schemes for tha training and re-training of teachers in shortsge subjects are to proeper, there must be, as for as circum-stouces allow, an essurance of em-ployment far those who successfully complete their training.

ployment far those who successively complete their training. Local authorities will eccordingly nced to forecast their requirements by subjects, at different levels of quelification with sama reliability. Again, local authorities will need it to study the age distribution of their y. subjects they are competent to y.

teacher concerned. Here, abore all, local authorities face the difficult task of striking e propri balance between their duty to provide effective education for tha children in their area, and their responsibilities as good employere for the welfare and career prospects their staff. The establishment of standard

procedures for the assessment of teachers' performance, for advice end, where necessury, warning to end, where necessary, warning to teachere whoas performance le con-slatently unsatisfactory, end for all the other steps required by employ-ment pratection legislatian, or judged necessary as part of o fair procedure for considering dismissal of staff, are matters which unquiestionably call far the most axtensive consultation with the taechcre

associatians. With the agreement of the local authority and tanchers' associatione, ragulations are now in preparation raginations are have in preparation under the Supermonuntion Act 1972 intended to facilitate the enrig ratirement of teachers eged 50 or over an redundancy, or where this would be in the interests of the

would be in the interests of the education service. Other aspects of teachcrs' condi-tions of service may need to be raviewed through the normal pro-cesses of negatiation between the local authority and teachers' asso-clations in order to promote the more flexible and effertive deploy-ment of teachers, in the interests of the schools end their pupils,

School and working life

The Prime Minister's concern about the relevance of present-day education to the needs of industry and commarce was reflected in many of the comments at the prelocation conferences

for retraining, But there can be no guerantee that these efforts will always suc-ceed in avoiding redundancies. Authorities will only be eble to take full advantage of the avail. detected at industry: for instance ability of well oncellfied takefore that employers often lay down un-many schools. derected at industry: for instance that employers often lay down un-realistic standards of attainment for school leavers well beyond what the job requires; that they have not made oblowances for the fact that they ere selecting from a group of school leavers which la more highly creamed by higher and further edu-cation. And overlying these epeci-fic: commonts was the frequently expressed view that if certain occu-pations, are perceived by voting Local education suchatities sh many schools. Local educotion subatiles show therefore review present arange inerts in their schools, spread god ments in their schools, spread god improvements on the basis of size they consider should normally be they consider should normally be they for size, admission strates details of size, admission strates impends, tha range of courses at mendis, tha range of courses at pations, are perceived by young people as unattractive, it is unrea-sonablo to expect teachors alone to

fled applicants are likely to be avail. able than the schonls can recruit, ell those concerned need to deal with this problem. Some to the antipathy. Some the antipathy. Monifostly thare is a lack of understanding and communication. But the picture is not altogether mistaken 'choire of 'profession': others with the potchila for effi-sleut servire may have for off to a bad start, nr may hever have re-bad start, nr may hever have re-start of the potchilation is authorities. Education in Schools. A Consult tive Document, Cmnd 6869. HMS £1,10,

for visits hetween industry r for visits hetween industry is schools and working partice to e: cuss common difficulties he example in mathematics. And the encouraging octivities: the school council industry Project, and the Understanding British Indostry project of the Confederation of British Industry (CBI). But the key to better undersur

ing lies abays all with the loci initiativa. There is no lack of so elbilities. For example :

(1) Poople with experience i management and trade uniont to be eppointed as governors. (ii) Industry and comment should be invalved in the curris

lum planning pracesses at netio

The effectiveness of the tional guidance offered by careers service and by the sc themselves must rely very be school programmes af careet the cetion. Many schools will need a give greater priority in the curfa-lum to careers education for d pupils from not later than the p of 13.

Schools and

hydrocsi bolis,

Sport

Boost for football

The English Schools' Footbell Association is to run a new annual competition for senior boys next season. This is the outcome of a pensarahip deal with Berrelan. Leicestac, makars of football kit. The ESFA has alwaya been extra-widnarily cautious a boout sponsor-bip and some years ago issued e with policy statemant attaching a bit to the we sponsorship. Each of the ESFA's five regions will play for the Barralan trnphy. Such regionel competitions already exist but they go no further. This Such regionel competitions already will complement the under-19 indi-vidual echools competition and the annual Skegness festivel. Part of the deal is that all Eng-lish schools international teams to Although this will usaturnily en-scourage other teams to follow suit fi it is not a "condition of sale". And on the this withe yoars of toopera-tion boween manufacturer end age, and which will run for fine

ments of size, admission stream ments, tha range of courses and able, which public examinations of taken, pestoral care arrangement and similar matters.

ODECINI ANDININCEMENTS OLEPIHF HUMAANIA

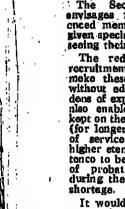
WESTHILL COLLEGE, BIRMINGHAM **CONFERENCE ON CAREERS IN EDUCATION**

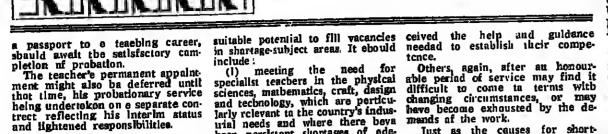
An initial announcement for all who are concerned with Cerecrs in general and Cateors in Education in particular. An important one-dey conference has been organized et Wost-hill College, Birmingham, on September 19, 1977. It is hoped that the whole climate of teacher supply and demand may be quesod end discussod.

The minin speakers will be Mr J. Gruy, President NUT, end. Mr G. T. Fowler, MP.

Further deteile may be obtained from Westhill College, "Carcers in Education Conforence,", Weolay Park Road, Scily Ook, Birminghom B29 67.L. Telephone 021-472 7245.

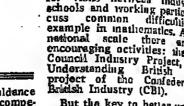






IN SERVICE TRAINING

assume that the number of tea-chers released for in-service educa-



(iff) Employers and unions, through their first (in) Enliptoyers and this unions, through their first but experience of industry and the merca, can make significant test butions to careers education and improving understanding af produ-tive industry by affering appendi-tives for work exparience and we observation. observation.

the community



TUES EDV The group mast deeply inside with the school must almost a the parenta, it emerged clearly for the regional confiscences that pa-ente ere asking for much more formetlon ebout whot is happend in schools. This wish can be may increasing the uccess to parents it may convenient to them alread

times convenient to them sires offered by many schools. More to prehensive and comprehensi school reports wauld also be Exleting reports, an an annual a termly baais, vary greatly in t emount of Infarmation they give Parents-and the pupils there selves have a right to know how well the pupils are doing in offi-erent parts of their school work, and to have information on the conduct attendance and application.

and to have information of the conduct, attendance and application Parents for their part should have the opportunity to comment on how their children are developing and their children are developing and about the school Schoole should about the school Schoole should satisfy themselves that individue parents are aware of the program made by children and any different ties they may have and should re-ties they may have and should re-ties they may have and should re-which has been supplied to parents. There is also a place in the year s, and which will run for five

Aerosol howl sinks to bleat

speculation almut the woys in which activities an the surface of the earth may during the layer of wore in the stratosphere con-inues, and continually becomes more and more complicated. Although the artivitics of super-

sonic transport aircraft were the first supposed threats to this im-portant purt of the natural environment, they are not for the time ment, they are not for the time being seriously in the reckaning, if only because supersonic trensports are unlikely to be a commarcial success in the foreseeable future. success in the torescence ruture. So the current dispute centres on two groups of chemicals — the chlerafluorolydrocarbons used as propellants for some kinds of acro-sols as well as refrigerants, and the ninous axido released into tho amosphere as e natural accompaniment of the pracess of nitrogen firstian in the sail and af tha stillration of artificial fertilisera by

Both groups of oraterials are thought to be stable in the lower stmosphere (the troposphere) but interfere to a still uncertain degree with the formation of exuae in the stratesphere. One of the little ironics of the past few months is the recognition that the effocts of chlorofluarorarbans and nitrous exide can cancel onch other out. chloroinuarorarbans nati nitrous oxida can cancel oach other out, from which it las came to seem thst nitrous oxide—unit thus agri-culture—unay be a higger threat to the azone layer than the chlorinated

hydrocstonis, That, ot least, is what people have recently been inrlined to thick (see TES, June 3). Now they may bave to change their tune. In the Issue of Nature for July 14, a group of people from the Eovironmental and Medical Sciences Difficent of the Atomic Energy Research Establishment at Harwell report some integerence as report some measurements of nirous oxide in the otmasphere nitrous oxide in the otmasphere which suggest that there must be some still unidentified mechanism for remaving the gas from the lower atmosphere. If the results are borne out by further measurements,

bothe out by further measurements, those wha worry obout ozone in the stratosphero will have to redefine the causes of their anxlety. The people at Harwell cancerned with the measurements are K. A. Brice, A. B. J. Eggletan and S. A. Penkett. What they did was to use a sensitive superconstructor

use a sensitive mass-spectrometer to obtain what is for all practical

Science diary by John Maddox

in the carly hours of the morning. and the greatest roncentrations in the late afternoon or evening. The

tha late afternoon or evening. The fluctuations of the conrentrations of fluctuations of the correntration of nitrous oxide were only small, differing from the average by 10 per cent, but the pattern of the variation scenes real enough. The pattern is size telling. It resembles that of the diornal vari-ation of the correntration of gases auch as authour dioxide, but differs markedly from that of the rodio-octive gas radon, which tends to reach a maximum in the early hours. The exploration is their on with the behaviour of the lowest inversion of the lawer atmosphere on sommer nights after the sum gas down. A remperature inversion is usually temperature inversion is usually formed and the layer of atmosphere benenth docs not mix with that above the inversion until the sun mbove the inversion until the sun hiss been able to restare the normal stendy decrease of temperature with height. This explains why the ran-contration of ration lemitted at a steady rule from the soil) increases during the night—what is enlitted from the ground simply stays put that it the atmosphere is iree to mix. By the same test, however, dia only reasonable exultination for the

Hithertn, the effert of mitrous Althern, the effect of hirons oxide on the stratosphere, rulculated on the assumption that that is vir-tually no mechanism for removing nitrons oxido fram the lower strato-sphero, has been assumed to be the chemical effect af 13 million tons of

Nobady should be supposing Nobady should be supposed at this turn of events. Ever since the first excitement about the danger of supersmic transports for the oone layer, it has been plain that the bank bank been plain that too little has been known even about the merhanism by which ozono is naturully produced for there to be sure ways of culrulating have this will be afferred by pollutants.

(The bare bones of the process hvolve the splitting of axygen male-cules into single atoms by uhra-violet light, followed by the attach-ment of thesa atoms to intart axy-gen malerules to form inf-atomic ozone molecules. The most obvious san in neopole, present undertood sap in people's present understood-ling is thet ozana teads to form in patches, end not uniformly as one would axpect. This hos an impart-ent bearing on the rulnarability of the ozone layer to pullution—it sug-gests that the natural formation of grants involves form understood ozana involves seme unknown cata-lytic proress and therefore that it may be more rapid than is usually

By the same test, however, solar people should not at this stage go around wringing their issues for fear that the ozone loyer is ahaut ta be seriously depleted. What is needed instead is a

tradi the atmosphere is iree to mix. By tho same test, however, dia only reasonable explanation for the minimum of nircous oxide cancen-tration in the early hours of the proving is that oirrous oxide is being steadily removed from the layer of the atmosphere nesrest the such an interest are already well along the mork are han on little niarming that. In the United Stutes, the regulatory agencies are already well along the roed to banoing what diey are being strained from the absorbed either by the ground from worry about the ozone in the atmosphere mechanism is removing nitrous oxide from the atmosphare in the neighbauthoad of Harwell, it may be enaugh to rob the lower atmo-sphere of no less than 300 million tona of nitrous oxide each year. Hithertn, the effert of aitrony oxide en the stratechane of altrons the efferts of aitrons oxide en the stratechane of the strate of the ower at the tona of nitrous oxide each year. great clamour to stop the use of aerosol propelluuts based on fluntine and chlorinc. Now it begins to laok as if the scare will quickly

on the assumption that there is vir-to obtain what is for all practical purposes a could not in trous oxide in the stimosphere near ground level. What they found was a sys-tematic and significant variation of with the time of the day, at least year when the measurements were carried aut. Briefly, the smallest concentre-imos of mitrous oxide were find to the oxane in the strutasphere

by Stanley Levenson

Long haul to water polo finals

Plant Hill High School, Maurhester. end Bedford Modern School have menaged to get two teams into the finel atages of the first ever national thei atages of the first ever national schools water nois championships. In the regional finals each school won both under 16 and under 19 competitions and join four other schools to contest semi-finals and finals at Sherston Pool, Mancbaster, on Novambar 12. Brooks Bank School, Biland, Halfax and the City of London School are the other two under-16 teams with Royal Grammar School, Newcastle, and Whitelft Newcastle, snd Whitgift chool,

Although this will hatimity en-courage other teams to follow suit it is not a "condition of sale". And the managing director of the com-pany, Mr B. D. Gladders, promises that the cost of spousorship "will not be reflected in the prices of its products ". School, Croydon, Surrey, completing This agreement fullows out made the under-19 representation. The semi-final pairings at Msn-choster will be Brooks Bank v Plant Hill and City of Loudon v Bedford Modern in the younger section and Royal Grammar School v Plant Hill and Bedford v Whitgift lu, the undar-

19 catagory. Mr Trevor Hyde, of Ealing Green School, London, who is the water polo organizer of tho English Schools' Swimming Association, says



DIPLOMA IN CAREERS EDUCATION AND GUIDANCE

The course extends over two years of parl-time study comprising one evening per week logelher with two weeks inlensive sludy during each academic year. The course eims to produce cereers leechers with a grounding in the theoreticel background from which vocetionel counselling operates and to help them to become profictent in the practical guidence role. A substential practical element is built into the course. Visite, especially to industry, form e lerge pert of the fulltime element of the course and students ere expected to work in a locel industry of their choice tor a short time. The course is open to teachers with normelly three years' experience.

> Further deteils ere eveilable from : The Acedemic Registrer,

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D.E.S. One-term Courses 1978 Aims, Organisation end Curriculum of the Middle School

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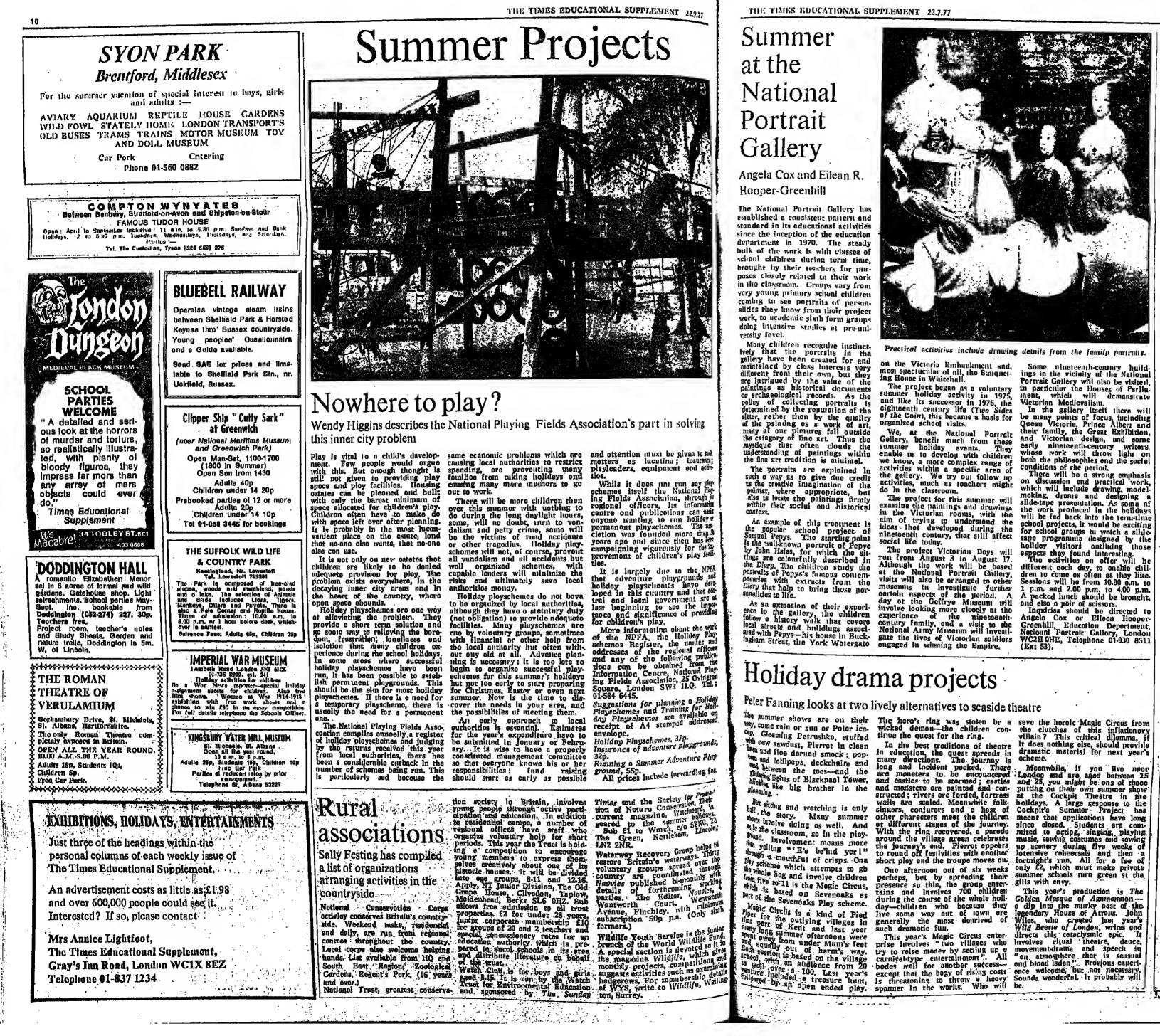
A practicel course with a strong element of experience in schools which is designed to belo Primary and Middle Ochool Isschets to Unprove their confidence and competence in the teaching of maintemplics. Purther delisits and forms of application from Gesham 'Willianteen, In-Service Co-ordinator, Singley College, Lady Less, Stroloy, West Verks. 1005 44H. · 전학학정 고려 중철전한 위에 공격 것으로 및 공부성 공격 방법 방법 공격 관련을 다 관

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Its principal manifestation will be to udder 19 competition in which the champion .county teams from the United Kingdom. lford High break tennis grip

Invite filling of the set of the set for the insection of the past faur yeers, it prize in this yeer's tournament at The Millfield sectore. With two wins, was second.
Aberdare Cup we interrupted by we interrupted by won all the three matches. Milling School, tytham, had
Invite in each section.
Invite in the three matches. Milling School, tytham, had
Invite in two wins, was second.
Invite in

SCHENCE/SPORT



14

National

Angela Cox and Eilean R.

The National Portrait Gallery has established a consistent pattern and standard in its educationsl acilvities since the inception of the education department in 1970. The steady bulk of the work is with classes of school children during term time, brought by their teachers fur purposes closely related to their work in the classroom. Groups vary from very young primary school children coming to see portraits of personslitles they know from their project work, to ucademic sixth form graups dolag intensive studies at pre-unl-

Many children recognize instinct-lyely that the portrains in the gallery have been created for and maintailacd by class interests very difforent from their own, but they are intrigued by the value of tho paintings as historical documents or srchaeological records. As the policy of collecting portrains is determined by the reputation of the sitter, rether thom by the outsilty determined by the reputation of the sitter, rether thon by the quality of the pslading es s work of art, many at our pictures fall outside the catagory of line art. Thus the myslique that often clouds the understanding of paintings within the fina art tradition is aniumel.

The portraits are explained in such e way as to give due credit ts the creative imagination of tha painter, where appropriote, but alss ts locate the paintings firmly within their social and historical context.

An example of this trootment is the popular school project of Samuol Pepys. The starting-point is the wall-known portroit of Pepye by John Hsias, for which the sit-tings are colourfully described in the Diary. The children study the porwaits of Popys's faatous contem-poraries with extracts from the Diary that help to bring these por-sonalides to life.



Practical activities include drawing details from the family partralis.

Samual Pepys. The starting-point is the wall-known portroit of Pepye by John Hsias, for which the sit-thas are clourfully described in the Diary. Tho children study the portraits of Popys's fattous contem-portates with extructs from tho Diary that holp to bring these por-sonalides to life. As sa extoosion of their expori-follow e history wilk that covere lecal streets and hulldlugs associ-ated with Pepys—his house in Buck-ingiam Streat, the York Watergato

Practival activities include drawing details from the family partraits.
on the Victoria Emhankment and, most spectructular of nil, the Banqueting Honse in Whitehall.
The project began as a voluntery summer holiday activity in 1975, and like its successor in 1976, the eighteenth century life (Two Sides of the Coint), this became a hasis for organized school visits.
We, at the National Portrait Gellery, benefit much from these summer holiday events. They enable us to develoy with children we know, a more complex range of activities, much as specific area of activities, much as specific area of activities, much as specific area of the gallery. We try out follow up activities, much as specific area of activities, much as steachers might do lu the classroom.
The project for this summer will examine the paintings and drawings in the Victorian rooms, with the almo of trying to undersiond the inletoench contury, that still affect social life today.
The project Victorian Doys will
Although the work will be based at the National Portrait Gellery, visits will also be orranged to other musemms ta investigute further or any other show of the gallery.
The project Victorian Doys will
Although the work will be based at the National Portrait Gellery, visits will also be orranged to other musemms ta investigute further or the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be based at the National Portrait Gallery, wistors on the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A day or the Goffmer Will be the period. A



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the I employ Safari Rente Map will be of great educational value on your lour through the former. Parts

IT'S HERITAGE EDUCATION YEAR! School parties will be welcome al Longleat at all times during this a For details of our school party rates, catering facilities, our educational ion, plosse conjaci

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Peter Fanning looks at two lively alternatives to seaside theatre



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12

Private schools may move

School to work: only cash can count

While in no way wishing to deni-

'To' bad

United States **Balancing the books will** hurt sacred cows

from Thomas Cahill

The elaborote Americon ballet between President and Cangress by which major legislation is finally enacted has undergone considerablo rechoreographing because of President Carter's anoounced intention of balancing the Federei Budget whichin five years.

This scendingly impossible objec-This scendingly impossible objec-itive has led Mr Carter to cash a cold eye on many of his own party's favourite programmes—the so-called "pork barrol" of Federal funds that, judiciously bestowed on their varians constituencies, helps to keep the Congressmen in office. Mr Corter's unsentimoned rotion-Mr Corter's unsentimoned rotion-Mr designating Cartain pro-itive has led Mr Carter to cash a "pork barrol" of Federal funds that, judiciously bestowed on their varians constituencies, helps to keep the Congressmen in office. Mr Corter's unsentimoned rotion-Mr designating Cartain pro-itive data a formal request in the studies of two education pro-grammes with a view to plassing them out. These are educations to studems. "The advanced on the office of the congression of the con

the congressment in balace. Mr Corter's unsentimoned roton-ulty on designating cartain pro-grammes for the exc has relised Congressional tempers to o high pitch, with crias of "disinyabry" in purry sud "naivere" being aatong tha few printable ajocniations.

Mr Cartor, however, is learning to compromise—something he perhaps luad in mind to do all olong—and tha hargely Democratic Congress is learning to think of soma of its most sacred caws as axpeniable

Recently, the President, who had been threatening to vetn a S16.3 billion Appropriations Bill loans to students has been aubjoct for the funding of the Federal to much abuse, with recipients Dopartments of Health, Education routinoly declaring bankruptcy ofter ond Welfore (HEW) ond of Labor, their studies are completed.

574

NEW YORK agreed to withhold his veto from on ballet be the Bill, though it is now \$917m abova his request. In return for this the Democrutic

In return for this the Democratic leadership af the House af Repre-sentetives agreed to block any Con-gressional ettempt to increase these budgets, thue dooming a number of favoured increases, including a popular proposal to add \$40m for cancer research to HEW's budget.

The education and to "impacted areas" was formulated in World Wor II as a way of compensating communities for the funds may spen to educate the children of ervicensen, who did not pay taxes.

Because of its wording, however, It now extends to miny areas in which there are Federal employees who do pay taxes. Many of these areas are weaking and hardly in need of speciel Federal education assistanca.

The programme of direct Federal

West Germany **Concern over** growing study demand

by David Dungworth

The 15 Social Democrat members of the Bundestag who are responsibla for formulating and coordinotlag the party'e national education policy have taken the unusual step of issuing a joint declaration on the problems caused by the record num-bers of school leavers currently sceking study and training places.

They detect growing feelings of resentment and upntly among young people as the competition for higher and vocotional education intensifies.

Increase until 1985. Fiftcen years ogo only 6 per cent of teenagers were sble to fulfil the requiremente for university en-tronce; this year the proportion ie 22 per cent. A third of those quali-fying nowadays do so not via the grønnmar schools but through courses of comparable standard pro-vided by technical sud further odu-cation colleges. These developments have been melter the sector of the termine of the well ing mainly tha children of the well off". The Italian Constitution forbids State finance to private schools and therefore the document into been widely interpreted have as an appeal for change. The timing of the release of the document has also been interpreted as significant in Italian political termis, At this moment e reform of Church/Smte relations is under way.

These developments have been welcomed by all politics parties but it is only recently that their consequencae have been appre-clated. The job market is unable clated. The job market is unable to expand at o comparable rate and os higher education has is the past been a virtual guarantea of well-paid employment, today'e young people feel themaelves cheated of the opportunities enjoyed by those who completed their education before 1976.

The immediata uced is to eccure The immediate uced is to eccure an adequate supply of collage and training ploces so thot school leavers can first obtain the bosic qualifications for their future pro-fession. Universities should there-fore introduce the temporary "overloading quota" to which they ngreed last year had if necessary the Federal Government should en-force the industrial training levy to encourage employers to provide encourage employers to provide more apprenticechips,

and the industrial framing itey to encourage employers to provide more apprenticechips. In the long term the SPD politiciane csll for a fundumentoi change of attituda in society ss a whole to ensure grester aquality of opportunity. Thay suggest e number of ways in which progrese towards this ideal can be achleved. Comprehensive schoole should eventually rapiacs the tripartice system in all Länder. The compre-heneives must, however, be pro-perly stoffed and financad and not be forced to compete on unfeir terms with other types of school. In vocational educetion better

terms with other types of school. In vocational education better coordination is needed betwaen the regulationa governing apprentice training throughout the Federal Republic and the outline syllabuse for vocational schools drawn up by the individual Ländor. Tha Federal and Ländar govern-ments should make available a sum of DM2,300m (obout £575m) in order to cresse a "vocational train-ing year" for all echool isavers who are unable to find jobs or training places.

European average

Ing year" for all echool isayers who are unable to find jobs or training places. Universities should locreese their studont intekae not only by meking maximum uss of their present whe content and reducting the length of degree courses and by c willing ness on the part of staff to around. Sub that the share of the Gross but also by cation elizing the resources but also by cationellizing the state of Ruppe. But Mr George Rallis, the Minister of Education, eavy that the ratio of the rest of the part of staff to around. and content and reducing the lexight of degree courses and by e walling noss on the pract of staff to epend more of their time on teaching and less on research. A structural reform of the Faderal Educational Grants Law should be carried out to banefit students and their parents in the lowar income groups.

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essan<u>i Pern</u>enadar ang kasara

MILAN wide-ranging progrummatic agree-tha inter-education best been an educa-the begin-tain State prepared control agrees and the state of the s A Vutican document on the inter-national role of Cotholic education just published in Rome hes been interpreted by many Italian educa-tionists and politicians as the begin-ning of a campaign 10 obtain State finance for Italian Church-run schoole. schoole. The 34-page ducument, prepared by the Cotholic Education Congre-gation and entitled The Cotholic School, speaks obout the present "unfortunate" tundoncy towards e " class structure " in Catholic edu-cation in those countries which still do not subsidiza religions schools. The document counsists that the Church. Significantly, while the other lay parties were highly critical of the Varian document, the Community Party said it had "interesting Party said it had "interesting aspects". At present there are about 14,00 Church-run echnols in Italy, of these 10,000 are nursery schools 233 are elementary schools and 156 are middle and secondary school. The total number of pupils earlied art Charch-run schools in 1976-17 is estimated of about 10 per cest of the school population. While the percentage has dropped at nursery and elementary level in the past 20 years (competing from the exponding state syste and difficulty in finding quelied nume is said to account for this a secondary school level there has

for state aid

from Dalbert Hallenstein

rescurment and apartly among young people as the competition for higher end vocotional education intensifies. Counter-measures are urgently re-quired slace the school population will not roach ite peak until 1980 and the number of university stu-donts is ilkely to continue to Increase until 1985. Flfteen years ago only 6 per cent of the competition for the well off". The document complains that the children of the less well-off are often excluded from a Catholic edu-cation because " in some nations the control is some nations

Church/Stnie relations is under way. The Christian Democrat Govern-nient is pledged to reforming the 1929 Mussolini/Vetican Concordat wildch still regulates Church/State relations in Italy. Among the issues which are now being discussed is the role of the Church, end religious education, in Italy's State education system (TES, March 18). The publication of the document also comes eoon after the Itolian Communis Party has reached e

France

Boost for independent staff from Joan Smyth

PARIS in Catholic colleges, will not a More than 100,000 teochers in the responsibility of the state. Our France's private schools stand to gain most from the new Govorn-ment subsidies voted last month aimed et bolstering the French of stute teachers. And returns PARIS in Catholic colleges, will now k

Assembly sn ell-night session to finally pass the Bill by 292 votes against 194. And as Lo Monde polated out: "Wintover tite results of the elections next Morch it would be hard to lunaging any Government elecking to overthrow the new rights finally granted to private school teachers". Training charges for minute

Greece

Training charges for private laborotories required uoder his new school teachers, most of whom train Heby reforms.

of stute teachers. And recruit ment will be left entirely in the hands of individual schools without

nume is said to account for this, secondary school level there is been a considerable increase is enrolments in the past decade is 20 years the number of puptie Catholic upper secondary school has doubled, and the number ectual schools has increased by a

Spending lags 'far behind'

from Mario Modiano

and less on research. A structured interview of the paderal Rducational difference and 3.8 per cent to education is bould be carried out the parents in the lowar income groups. South Africa South Africa Controversy was touched off by a recent againant on education of the south african could off of and should be secured through new of the conclusion was that the per cent of the GDP in most game income the saccepted the principle of equips the secure for which there are to the public service in which is nould give the depart they work the simulation drepart of the public service in which is modeling the the sector of the depart which has country's tector of the depart of the depart which has country's tector of the depart of the depart which has country's tector of the depart which has country's tector of the depart of th

of Education, eavy that the ratio of to know whether the Opposition well 6.8 per cant of the GDP to national suggesting that the antra funds defence and 3.8 per cent to educa. Should be secured through new thom is odequate.

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lag party have received such wide-spread epproval; and that the gov-entment have acted with such com-mendable speed in adopting them for implementation.

While in no way wishing to deal-grate the short term, ad hoc schemes of the past 18 months, their main objective would appear ta have baen to provide young people, at almost any cost, with some alternative to idleness. The Holland proposals, on the other hand, represent an imaginative attempt to rationalize these devel-opments into a constructive and coherent range uf procession treats. coherent range of progressive train-ing and work experience opportunides; and to do so on a large amough scale and on a sufficiently long-term footing tu muko a signifi-cant impact.

Particularly welcome is the emphasis given to improving the courseling, further education and courselling, further education and maining elements in the programme and the moves towards more local, unified operational units in an atompt to cusure (hat the schemes provided do in fact meet the needs of those unemployed. It is these two points in particular on which I should like to comment.

The education service is anxious and willing to raspond to this chal-

Unfair deal for those who went down the mines

Sir, There must be many trachers who were conscripted juto the mines after August, 1943, or who volun-teered for service there in response

after August, 1943, or who volun-teered for sorvice there in response to the national append. To those men, clear undertakings were given that they would be trented in the same way as if they had entered the forces. The promises were honoured in such mattors as demobilization and postwar grants but recently, the 1974 concessions for superanouation (allowing some war time service to be bought in at nomined ratee) have been applied to those in the forces but not to those in the forces but not to those in the Bevin scheme. This injustice was the cubject of a Parliamentary debate on June 16 (Hansard vol 933 no 120) when Mr Tim Rathbone elequently put the case. The Minister did not deny that promisee had been mode that had not been honoured. She main-tained, however, that if the pension concessio was extended there would be others who would have an equally strong case for inclusion. In other words, an undertaking by Government has to be broken. May I ask your readers who are affected by the suparannuation lepidation fo respect af service in the mines to write to Mr Rathboos or myself. P. 0. BEALE, W Confield Road, baiord, East Sussex.

and the second s

In Somerset, for Instance, it is already clear that we shall have the greatest difficulty in meeting the demand for normal further eduthe demand for normal further edu-cation courses this coming autumn, let alone be in a position to contem-plate any further expansion. Yet further blurring of what constitutes normal further education provision and those training courses felling undar MSC sponsorship may pre-sent even more difficulties and funding anomalies.

The poyment of u flut-rote allow-ance for young people participating in all liellund schemes is a desir-able development in itself but it could constitute a considerable dis-incontive to some students to con-tinua their full-time education be-yoad 16 even where it is clearly to their leterrests to du so. It is en-couraging to know that Mrs in mind end is currently consider-ing how best it might be met. The recognition of the proposal is also greetly too of the local authority careers aervice in the effective implements to be welconed. However, the ready stretched to the limit and it is umeslishe to expect it to under-rently stretched to the limit and it is umeslishe to expect it to under-stroogthening. The initial strength. The poyment of a flat-rote allow-

boundaries co-terminus with those of local education authorities is a considerable step forward; but to implement this on the basis of 30 units for the whole of the country is unlikely to ocheve tha objective of responsivness to local moeds. My moin point, therefore, is this.

Sir, - A great deal has been written in recent manths about the problem of youth uncomployment. There is stantial injection of odditional re-stantial injection of ingenerative is like the proposals of the Manpower for the demand work-lag party have received such with such orm-the greatest difficulty in meeting the demand for wormal further edu-stantial particularly in regions the demand for wormal further edu-stantial base activit with such orm-

to have one with in an area respon-sible for all schemes with boundaries co-terminus with those the reusons for not doing the latter



The fourth motion, approved, ac-cepted responsibility for foining with it was tho third motion which has given rise to your inaccurate respont. and ministry in it was not accepted by the synde, center the weid in the synde, center the total in the fourth weid in the section in the interval of the synde, concerned the monitoring of developing curriculum patterns. The second motion, also passed, urgat the prevous monitor had insisted of har allows education in all main-tained schools-but the introductory second motion, also passed, urgat the prevous monitor had insisted of har allows education in all main-tained schools-but the introductory second motion, also passed, urgat the Secretory of State to intibate an ioquiry into thu provision of religi-outs education. The fourth motion, approved, ac-cepted responsibility for foining with has given rise to your inaccurate responsibility. The was not accepted by the synde, center the cause, there is no center the interval in the fourth weil of the peasent to the prevent the introductory at the prevent the introductory schools could not be ex-parents fogather as an ignorant, un-pected to take responsibility for the schools, could not be ex-puplis. Thus the Board of Education, into the event of the educational importance of religious education into the event of the event to us to be a necessary part of the positions muet be educational and the event was not accepted by the synde, center the formation the interval in the position to this problem. Can any the synde, center the formation the interval interval the synde, center the formation the interval interval the synde, center the formation the synde, center the format

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Pop's place in the classroom

Sir,—George Firzgerald's suggestion thet populor music is given e "distinct thumba down" in educa-tion (Extra, July 8) ie made In the face of growing evidence which alows that, on the cuntrary, pop imusic is indexted being "brought into the open in the claesroon", as he suggests it should bo. Certainly its use is by no means respricted to school coocerts. It is true that littlo hos basn writtan on this subject, and until inst year Kelth Swanwick'e book *Populor music and tho teocher* (Pergsmon 1968) was the only book an devaloping this areo of work. *book* is to be published later this to the open in the resteration of a mode 3 CSE in pop music at my own schood. In addi-tion, a textbook (The pop work-tho devaloping this areo of work, book) is to be published later this thow of work and tho teocher in the claest the streed of the pop work-the open in the scheet in the street in the scheet the street of the the street in the scheet of the teocher in the scheet the street in the scheet of the teocher in the scheet of work. The scheet of the teocher interested the scheet in the scheet interest the scheet in

What the synod said about RE | There are good

Sir, Weike many will agree with the substance of M. G. Holding's is of English spelling would bene-the substance and student, his the substance of M. G. Holding's is of English spelling would bene-the substance, and student, his the substance of M. G. Holding's is of English spelling would bene-the substance, and student, his the substance of the view is of English spelling would bene-the substance of the view is of the substance of the substan

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" Oh that I That's for the multiple choice guestions." **Oxbridge odds** swing against state pupils

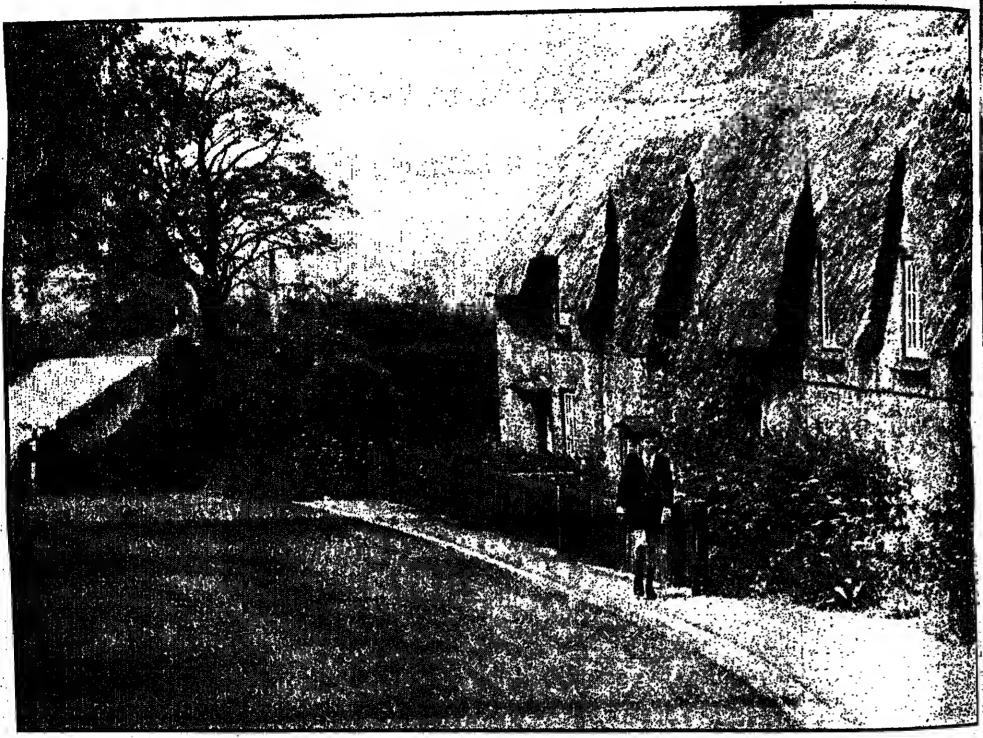
Sir,—In the days of mixed ability teaching, integrated studies, faculty systems and community education it is not surprising that, in some quartera, little or no time is devo-ted to the special needs of the bright, as opposed to the brilliant, students in the state system. I should, therefore, like to volce my concarn ot o trend which, if allowed to continue, will seriously inhibit the aspirotions of some of these pupils.

pupils. Until about 10 years or so ago, the Oxbridge entrance system was heavily weighted (disgracefully so in my opinion) towards pupils at independent schools. Unless a pupil in the state system was really gifted, ha bad little chance even agoinst the average boy in the independent soctor. One reason, among others, was the standard of the examination papers which was geared to tha seventh-term candidate. To be full, I know that many

phopers which was geared to tha seventh-term candidate. To be fully, I know that maay college odmission tutors ware very concerned at the imbalance of their intaka and the introduction of epe-cical questions for fourth-term can-didstee (io, pupils from schools which could not provide a third year sixth) illustrated this dilemma very clearly. At last the state candidotes had a chance to compete for en-trance (not ewards) on more equi-oble terms and there was an iu-crease in the flow of good condi-dates to Oxbridge. However, it does now seen there is e growing trend for the indepen-dont schools to submit candidetes in the lourth term of A level studies. This may be due to pressure from pay fees for longer than is nece-eory or it may just be that these schools want two bites at the cherry. Wintever the cause, there is no doubt that if these schools employ their considerable resources on fourth-term etudents, the state can-didate will be at a dichert duration

Death to the villages?

14



Have village schools a future? What effect does their closure have on the rest

of village life? Francis Beckett looks at some

attempts by teachers and parents in Norfolk to save

their threatened schools

The Inblied party in the small village of Glaskig, Northly, weis not a loyaus occal, stand a pedidon, to Shiles, Williams in a future Despertedly, rying to show.
Glaskig, Northly, weis not a loyaus occal, stand a pedidon, to Shiles, Williams in a future change, and the shile of the present of the show of Gissing, Norfolk, was not a joyous occa. signed a petition, to Shitley Williams

bus the children to Wheetacre was laga store. Tha official school which scrapped-In fevour of a scheme to do replaced it is now to take Gissing's childprecisely the opposite. One Aldeby par- ren. ent summad up the mood of the villageand, increasingly, the mood of the county: "Toll the Wheatacre people we shall continue to fight with them." They did, and the council is thluking egain.

Glassing was a fulrly typicol villaga school. It had two teachers and 28 children nged between five and 11 working io an ugly, but solid and comfortable, Victorian building.

Nearly every one of the 200 inhabitants

The county council's argumants are an odd mixture of economics and educe-tional theory. Small schoola, it is arguad, do not provide the range of facilities and mixtures of age and ability the children need. At the same time Glssing, compared with town schools, has a favourable tea-cher-pupil ratio. It is claimed that clos-lng it will save £300 a year for each child.

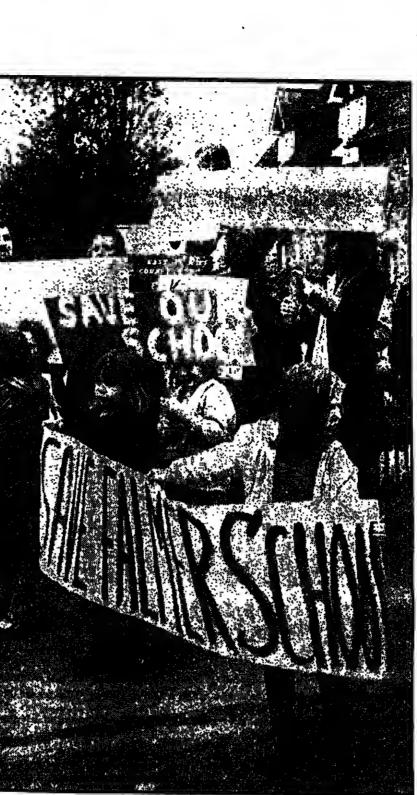
Burston, where the school will have to officially ragarded as a dying and me the influx; Desperetely, trying to show. On that reckoning Molly Stilles and her that their school was viable, the parents. husband, baad taacher at another villege pointed, out that the school population. All the badd taacher at another villege prass its canteen into scrvica to deal with vlable school ?

temporary reprieve-es an example. bas 53 children aged between five and 11: Neighbouring Aslacton has 70. The idea is that the eight-to-11-yesr-olds will ba creamed off from both schools and . sent to a nearby middle school. Once this, has been done. Electron will have to close. has been done, Shelton will have to close.

It will be uneconomically small. But Aslacton, too, will be substantially diminished and perinsneatly unsura of its future, and therefore not the most But Gissing's children will be buased to teachers. How long hefore Aslacton is surston, where the school will have to officially never long hefore Aslacton is

scheme to closo the school und sectors the great from the scheme and sector scheme to weren your near the





If the hood dles, rotires, has a saby, then they'll pounce." Norfolk is not elone-though it is prob-

ably the county with the largest number of village schools end the greatest deternationally is hard to come by, though the Council for the Protection of Rural Eng-land is doing its best.

Parcets and teachers in rural parts of arey, Cumbria and Northumberland ave become alarmod at threats to their shoots. Io April Liherel MP Alan Bokh and an Impessioned plea in the Honso of Commons on behelf of beleaguered schools a Cumbrin. Whether the fight geinst closures will he effectively nation. rurni workers. ly coordinated before it is too late re-0 be seen

schools arc not only the centres of village

lond cousing the closures, but it is the nther wny round ", says Molly Stiles. " Thovillages will become havens for old. people. And thon, with no youngar pcople to look ofter them, the county will hove to apend more money sending social services out to them. That will cancel out the saving they make by closing the schools.

So nutionally, trade unloos concerned include not only the National Union of Teachers-which believes that rural areas ought to be given some of the money, ellocated to aducational priority araos-but also the National Union of Agricultural and Allled Workers, representing

Buth unions welcomed the disopnearnuce of all-age school

group hos two adults for alno children. When the children are raady we filter than into normal classes. I believe this has been of particular value to the chil-dren from Wandsworth Women's Aid." Barbara, a childworker at the Wandsworth refuge, snys she thluks it is lupor-

15

John Petherbridge

to meet the needs

simation.

reports on what schools are doing

Leaving a violent home and going to live in a refuge for battered wumen is a

traumotic experience for children, especially if they have witnessed acts of brutality against their mother. Since most women, living in the hundred odd refuges throughout the country, have

children with them, a number of schools hove had to face problems peculiar to this

No single approach has been adopted. Activities for the children is refuges ara organized differently, depending on the availability of resources and voluntary or

mid childworkers. Although there ore on estimated 2,000 children in refuges, there hus been no national study af their needs. Discussion has been limited to workshops

ot Nationol Womcu's Ald Federation con-ferences ond meetings of childworkers

Lou, mother of six-year-old Ooki, went to the Wandsworth refuge three mouths

ago. She exploins how she und her doughter felt when she errived: "For Ooki it wos difficult hecause she didn't

have her toys and other things eround her, and she had to adjust to all the other

eoplo in the refuge. It was almost too much of first, we bod to shme a bedroom with a woman who had four robust sona, and we were both in a bit of o state of

Sondra, another mother, described the

rom different refuges.

of children of battered women

tant that the children go to school as soon s possible after arriving at the refuge, She feels it gives them accurity and con-tinuity, and that getting them invulved with other children outside the rafuge helps to rollevo some of their envietles.

At Chiswick Women's Aid the childworkers believed that newly urrived children could bast settlo by going to the play school they had established in a restlion ... (but sometimes) a resolute sits of the children." Especially, per-underlyiog ell the arguments about of the threat to rural life, the fear that chools are not only the cost towns. The communities are not only the cost towns. The

schools are not only the centres of village communities; they are also the main tha village and to stay in it—and if young surely dig. "People talk ebput tho drift from the "People talk ebput tho drift from the "Gissing", says Tom Potter, "Is a dviog village. They're closing the rettory, dviog village. They're turned down plennlog permission for six new houses." "The death of the village schools brings with it, say the people who liva there, the death of the villages themselves."

had become much less violent

Children in distress

The head of Belmont primary school, which has taken pupils from the Chiswick refuge since it opened in 1972, wos not sure about keeping the children off school

school. "I think it's very important thot you establish a structure for the children, as school does. I oppreciate there is a problem of transience, that many mothers don't stay long ut the refuge, but I think there is a donger of the children being nvcr-induigod of the playschool. They need models from other children of their own ege; ynu don't want the undisturbed child modelling itself on the disturbed child."

Ile estimated that about 80 per cont af children who cume from the refuge needed remedial teachlog, while of another primary school neor by the remedial teacher reckoned that 50 per cent of children from the Chiswlek refuge required her help.

A Browley beadmistross, with children from the incul refuge in her school, sold ahe thought that most childron were so distressed and disturbed, their learning wus severely restricted by emotional problems. Some, she thought, had almost reoched the point of being "mal-adjusted" hechuse of their amotional problems. But she odded that children can be more distressed living in a break. ing home than a broken home.

Like the other heads, she thought the

Like the other heads, she thought the principal problem was that the children were revely at school long knough to benefit from it, though their attendiative record was good. Oaly infrequently does a mother leaving e refugo get rehouaed in the seme area, and it is rarely possible for young children to travol far to schoal. Most children ot refuges era under 10. Only four of 35 children et tha Wands-worth refuge were over, and they were all continuing at their old sacondary schools. Trovelling is not stich a problem, ond the risk of being acized by their father much less then it is for youngers. children.

Refuge life has particular problams for Refuge life has particular problams for adolescents. The crowding and lack af privacy can be transmotic. Bolag forced to share a bedroom not only with one's mother, brothers and sisters but also with another family is commoo. There are few quiet places where a child can concarobilities. Here we are fortunate in having a 'nurture' group into which some chil-dren can go when they start school. This dren can go when they start school the refuge, if o child cannot go back to its old.

If o child cannot go back to its old. school, starting, other haw one is more difficult for the older child, particularly when he or she is feeling insecure. Whereas the attendonce of childran from refuges at primary schools is good, the achool caunsellor at Cbiswick Comprehen-aive, for axample, said it was poor. But he did not think the childree had any common behavioural problam apart from generally being quiet and withdrown. Andrew, a 16-yeor-old, who was at the Wandsworth refugo lest year, was imable to apply binacif to studying for O level ond CSE exams. Although he took them, he hes not bothored to return to the school to discover his results. Previously his teachers had talked of him getting a

his teachers had talked of him getting a ploce at university. His mothor believes that though finally Andrew began to feel secure, end apprehensive about leaving the refuge, the conditions were far from

Ideal for edolescents like him. School is not organized to deal with short stay pupils. Not is it necessarily the most suitable pinca for emotionally dis-turbed children. But schools cen and do halp many children et refuges to ndjuat to their new situation. And for many children living in a mouse and become children living in a refuge can become a positive experience.

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"I found it strange at first because of oll the boys and girla, but now I've got lots of now friends", anid six-year-old Ooki. Her mother echoed her remarks.

effect on her two young children. "It mede them unscitled, they sew I was under a lot of streas and they became inscence... only now after faur months are they beginning to settle down of school. At first the crowding and the noise made it exciting for the children but conditions moka it difficult to establish any routine." Sondra's and Lon's children a locel primory school, where the head-mistress talked about the problem. "We deliberately don't get in touch with their previous schools to obtain

school records, so that the children's whereubouts can remain secret. Wo therefore have no prior record of thehr

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The unacceptable face of publishing

Dorothy Kuya argues that many new books for schools

are simply more colourful

versions of earlier

texts which inculcate racist and imperialist ideas in children

It is six years since I started eveluating school texthooks for rocial bias, keeping e close watch fnr distartion and omission of facts. I am encounced at the failure of publichers to update their matorial, to make it more eppropriate for multi-racial

All children have to atlend school for 11 years, and if they see no other kind of 11 years, and if they see no other kind of book, they will ace end read a achool textbook. These will have bean chosen by teachers from a publisher's list or ex-hibition. Many of them have been and are suill written by teachers, heade and ox HMIs.

Yet teachers have not been trained to handle biased material. They are often insensitive to racist content. Many sohool insensitive to racist content. Many school books written in the seventies appear to be more colourful versions of books writ-ten in the forties, with no change of approach in the hundling of subjects, or the ideas within them. Colonial poses are struck; the white man is still in

It would be wrong to suggest that all writers of hooks for children are wilfully out to corrupt them, or that all teechers are deliberately out to undermina the cul-ture and identity of children of overseas background. But we need to recogniza that the formetion of beliefs and the acquisition of knowledge and cultural and uses becomes to a large extent o sub-conscious sot. Children acquire attitudes ond values from adults around them; for a variaty of reasons, they are not eble to contradict information given them in

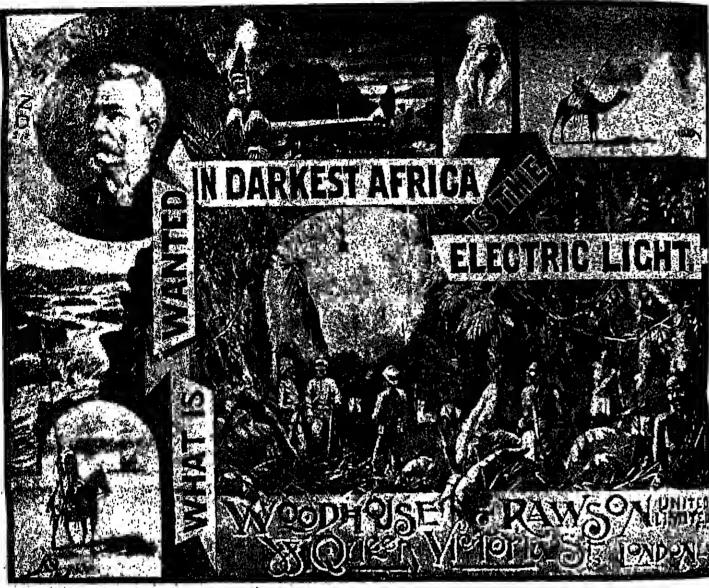
There is nothing wrong, at least with Thère is nothlig wrong, at least with older children, in using some of our 80-year-old classice, or our 40-year-old texp-booke, as long as thay are approached with a oritical awareness of the social and political ideas they convay. But teach-ers must give a lead in creating this awareness. As Bob Dixon points dut in his new book, Catching Them Young*, no matter when books ware written, we hove to apply contemporary stendards in evaluating them. evaluating them.

School toxtbooks, instead of giving childran facts about the world in which they live, and helping them to appreciate and respect other people's culturee, ara tomes of impracision and self-indulgance, distorting facts to holster the writer's chanvinism. Political avents are evaluated from a Western vlowpoint; rerely, in dis-cussion about countries in the Third World, do wo find raised issues such es oppression by the West, or expropriation of land.

of land. It is not surprising that adults in Bri-tain are unable to undaratand the politice tain are unable to undaratand the politice tive are just three exemplas. They usually of Africa, or that we are given a request have a book on a some outsidars rather man a political analysis of General. Amin's bebaviour. The West has helped to make him what he is Britaan was the some excluse working-class areas, and first to recognize his regime when ha literotura to compone out of these groups. The air a ducationies to the new material.

5

writers are unwilling to make. Books for childran hove on the whole falled to convay tha truth about the Euro-pean rola in Africa, tha West Indias, Asia, South Amarica and tha Far Eost. Tradi-tionol outhors have fellod to make todoy's books more relevant to the world in which nave literotura which will help to create an understanding about whot is heppen-ing, books that will help to devalop an appreciation of what Arnold Weskar called, when commenting some years ago



The imperial message, late ulnetcenth-century style 1 ore today's textbooks really much less colonial in their messages ?

on a speech by Enoch Powell : "The added interact, tha new ideas, Iresh chal-lenges and the anrichment of the kaleidoscope that is Britain."

A few publishers are making tentative efforts to publish better history and geo-graphy books. Povan le a Sikh and Nahdo's Fanuly (A. & C. Black) are exem-ples of the new wave, though I would be interested in the opinion of a Sikh and a Muslim before I recommended them a Muslim before I recommanded them. Panguin made an ottenupt a few years ago, whau they published A plogua of Europeaus by David Killingray, an extremaly good book about Westerners in Africa since tha fifteenth century. Nearer home, thate is Looking at Weish History, two vol-umes written for the junior secondary age range that improved my inderetand-ing of Weish Nationaliet demands.

Alternative publichers, usually with a community bese, have appeered : Bogle L'Ouverture, Beacon Bookehops, and the

first: to recognize his regime, when ha literotura is coming out of these groups overthrew the praylously alacted govern. Other publishers making a particular ment. A political ovaluation of what is happaning in Uganda would ragulta a self-critical approach, which most British writere are unwilling to make. Books for childran hove on the whole falled to convay the truth about the Euro-pcan rola in Africa, the West Indias, Aala, South Amarica and the Far Eost. Tradi-tioned outhors have falled to make tadors.

chers, and the creation of new materiols. Teachers' attitudes, end the leck of relevant learning moteriala, have at last baen recognized as the main cause of black children's failure in British echools. Teachers' centres ara linking up with Teachers' attitudes, end the leck of relevant learning moteriala, have at last back children's failure in British echools. Teachers' centres ara linking up with schools in the motorion of mutaviale schools in the production of matariale. The ILEA English Centre, In Ebury Road, London, has published four books written by children which are on sale to the pub-lic. In Lawisbam, matarials about the neighbourhood are being made in the teachers' centre : they include workbooks for children os well as hooks for the teachers. teachers.

Imaginative projects are being deve-loped, such as the study by tha ten-yaar-old childran of Grenby Street School, in Liverpool, who have collected and complled information about their cosmopoll-tan nalghbourhood. One head of o Liverpool comprehensiva has set up a working group, to look at the development of multi-racial aducation to the echool. Any

There is, however, some resistance from aducationists to the new material, Thare hava, for example, been objections to the Naity Dred Alphobet Book, pub-ilisbad by the Lambath Teachers' Centre, which emphasizes the cultural values of

Len and Friday and

questions.

The O level GCE general paper, used In Liverpool in 1974, among many slanted questions asked the student "to consider questions asked the student "to consider the problem posed in Britain by coloured immigrants. Discuss how successfully they are being tackled." The assump-tion behind this question is the widely held one thet immigrants, if they are coloured, are a problem. But how is a "coloured immigrant" supposed to answer that one ? It would be interesting to sea the briefing material given to stu-dents in preparetion for this examination.

All the anti-racist material in the world will not change whot is heppening to the classroom, unless teachers are willing to submit themselves to a process of con-scioueness ralaing. In his book, Bob Dirot eional as an axample of that writer's imquotes the first verse of Kipling perlal centiments :

God of our fathers, known of old, Lord of our far-flung battle line, Beneeth whoea awful hand we hold Dominion over paim and pine Lord God of Hosts be with us yet,

Jatz returned to Beaulieu recently after a gap of 16 years. Those in what the French might call their deurième jeunesses may remember the stir caused by the original Beaulicu Jezz Festival aeries. The farst one was in 1956 (could it really be that long ago?) and to o nation which associated outdoor music with park bandstands and the Foden Motor Works with the idea of an open-air, emended jazz festival on the front lawn of one of Britain's stately homes had e disquiet-ingly decadent fluvour.

and of Britain's stately homes had a disquiet-ingly decadent fluvour. In the event the Cassandress proved both right and wrong. After a shaky start—about 1,500 turned up in 1956—the Boankou I Csti-vals caught the youthful imagination and became immensely successful, attracting over 20,000 people at their peak. But as Lord Montagu, who bad been inspired originally by the Newport Feetivels in America, new wryly observes, they were the victim of their own auccess. The last two events is 1960 and 1961 were snarred by ugly crowd behaviour which received a great deal of publicity. "It was very mild received a start had grown too big for his boots. The facilities a Beaultau just could not cops with auch numbers. "It's obviously nasty when ooa sees arowd get out of control on one's front last."

chaster. Lord Mobiagu.says: "The interesting thing is that that was the watershed between the pask of the jazz following and pop music coming in. Within a couple of years nearly sil young people had gone over to the Beatles-type of vausic and jazz had gone down. There-iere had one kept going, it's quite possible it would have become emular and more con-tainable."



Bouncing through Broadway

Cal Finnigan at the Beaulieu jazz festival

So the event was dropped, leaving Lord So the event was dropped, leaving Lord Monage to ponder with mixed feelings, es others and the path he had phoneered, on the leat that he was the father in this country of both the pop fostival and of the pop festival riot. The following year he helped promote one more is festival, with Dizzy Gillespie, Buck Clayton and Bud Fracman. But Beautieu's well-groomed lawns were left unscarred by this event which was field in Belle Vue, Man-ohester.

tainable." But he didn't, and for 16 years anditional peace and quiet returned to the Hampshire width — until it rang again recently to the sounds of former Count Basis sidesman, les Newman, and a group of fellow Ameri-cus, including veteran jerz violaniet Joe Ven-ui, arcohonist Zoot Sims and pisnist Teddy Wilson, ell of charn moonlighting from a 17-fay jazz festival in Nice. The international lettral is to jazamen these days what the international conference is to the sociologist.

Although the jarz houn't changed much, Benulicu lies. Two hundrod thousand people sycai now tass through the bouse and people in the off officing person of the first collections of vertra and wintog cars in the world. Facilities (the lock of which general head Montagu to end the jarz is structuli in 1961) are now present in abund ance and he delded to retread old paths by celebraing the twenty-fifth anniversary of its and the number of the innew present in abund ance and he delded to retread old paths by celebraing the twenty-fifth anniversary of the nyening of the house and joint the jarz is structuli in 1961) are now present in abund ance and he delded to retread old paths by celebraing the twenty-fifth anniversary of the nyening of the house and public—" it's not align cells are and endied to retread old paths by and the nyening of the house and public—" it's not align cells are and endied to retread old paths by and the nyening of the house and public—" it's nost align cells are and the delded to retread old paths by with the ance with a grave the mole are and the delded to retread old paths are and he delded to retread old paths by and the nyening of the house and public—" it's nost align cells are and the delded to retread old paths by the the structule and public—" it's nost align cells are and the delded to retread old paths are and he delded to retread old paths by and the structule and public—" it's nost align cells are and the delded to retread old paths are and head the structule and public—" it's not delta proto or addie a the structule and public and are and head the structule and public—" it's not align the tweet and the structule and the structule and public and the structule and the annot the structule and the annot the structule and the structule and the structule and the structule and the structule



Major Holley (bass), Joe Nawman (trumpet) ond Zoot Sims (tenor sox)

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Up and down the ladder

B Books

Bernice Martin reviews three recent studies of social class

Secial Class Differsnees in Britein : a sourcebook. By Ivan Reid. Dpen Books £5.75. 7291 0165 7. f2.95 0160 6.

r2.95 0160 6. Contemporary Sacial Mobility. By C. J. Richardson. Frances Finter E8.00. 903804 19 0. The Midden Injuries of Class. By Illebari Senneit and Jonathan Cehb. Cembridge University Press 17.50. 521 21641 9.

Maye words must have been ex-pended on the subject of secial class then en any unter single Issue in the seciolegical cuma. Here we have three beoks on the subject, and the wonder is that two af them have senacthing new oud valuable to say. But let us begin with the phird which is more in the neturo of a summary of which is knewn before going on to the two more boforo going on to the two moro original books.

original books. Iven Reid has subtited his survey ef British sociel class differences "o source book" null it is best treated as just thot: ony attempt to reod it from cover to cever is likely to be eubvertad by the som-netesil. Indead, Mr Reiu's opproach is oggressivaly empiricist. He notos and deplores o teudency for the likerature on social class to polarise between graod and almost whoily non-empirical theory on the ona hand and specific empiricel case studies nn the other. No ona who roads this text will accuse its author of being over-influenced by the subtlatias and ebstractions of Grand Theory: beyond o mild preocenpa-tion with the question of whether all class difforences can bo traced to an obvious econonic source. between graod and almost wholly more malifical theory on the ordina the other. No ona whol and and and expectific cases
between graod and almost wholly the sublatias and ebstractions of Grand
between graod and almost wholly the sublatias and ebstractions of Grand
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between graod and almost wholly the sublatias and ebstractions of Grand
between graod and almost wholly the sublatias and ebstractions of Grand
between the generical case the sectorical is orgenessively environed the other. No ona whor conds this text will accuse it a aution
construction with the guestion of whether
and califorences can bo traced to an obvious economic source. Theory never raises its esotoric laad.
But Mr Reld has cattsing y provided a militical trodition but his antennation the gas between tha ganeral and the ortical is ouger asset bit is estatis consolidation." At given material on the correcting of sector than the other whole on a boylaus economic source. Theory never raises its esotoric laad.
But Mr Reld has cattsing y provided a militical trodition but his antennation the gas between tha ganeral and the ortical of the up-to-doto amplical on the correction is one of the up-to-doto amplical on the correction is one of the up-to-doto amplical on the correction is one of the up-to-doto amplical on the correction is of secol in the gas between the gase the bit is actual the initical trodition but his antennation it on the second the gase between the gasen

leisuro and opinion. The exercise tails us nothing new —inevitobly so since most of the source materiel is olready familiar— and indeed it treads rather clesely nver ground recently travelled by Westerguard end Resler, though without their relemiessly Minraist gless. The final plenure however is nure them familiar: "Middle-class people in comparison with the work-ing classes enjoy hetter heelth : live lenger; live in superior homes with more amenities; heve more money to spend; work shortsr money to spend ; work shortsr heurs ; receive tillferent end longsr education end arc educationally mera successful; marry later in life; reer fewer children; attend church moro frsquently; beleng te clubs more often; heve differsnt testes in che mare made wid the tostes in the mass medio and the nrts; ora politically merc involved." In short, the middlo clesses erc the middlo classas, Bnt a student em-ploying this sort of text boek would be able to put a figura to most of it.

illrections. Any student of social etructurs could do werse than bsgin his studiss with Dr Richardsen'a first cheptsr which is a splendidly luch rsvisw of the main issuee, theersti-cal end empirical, in social mobility rescerch. Richardson'a ewn curlesity csntrsa eround two main problems, first the nature of downward mebility end second the experiential dimension of mobility. On both ceunts ho presents challanging find-lings. Ings. Many writers hove speculated that

"In the hot integrate into the anticider "I'srheps the mest tescinating esc-tien of the boek is the disension of the centradictery etitudies to mebility expressed by Dr Richard-sen's sample. There was almest universal approvel of "getting on", "bsttsring yeurself" (untcrially, fluenelally) alongsida an squal certainty, that it was impossible to "changs yeur cleas" (normativaly, reletionsly, culturally). Achlave-mant is opproved and sought but it asems. In the snd tha "real" middla class is defined by its cul-

mlddla class is definsd by its cul-turo not by its possessiona. This is where the third ond most distinguished of our texts comes in. Sennet's and Cebb's Hidden htjurica of Class was published in America sema five yeara ago and is already a classic there: it is now published in Englend for the first tima. Tha focus of this book is exactly tha paradoxical and cubta icval of class as an experience which Richardson suspects and touchas on but caunot

as an experience which Richardson suspects and touchas on but caunot finally explicate in his text. Semnett and Cobb ara not strict empiricista, which is not to say they do not respect facts, but that they choose to operate on a level of meaning at which facts become slippery and ambiguous. They in-terviewed, lived among, dined and argued with their blue collar Bos-ton respondents for months in order to understand the contaxt and meaning of what they snw and heard. The result is o rich and powerful aualysis of the dynemic of cless cultura out the painful doublo binds in which it eumeshos

Remund what Mr Reit shrewdly refers te as " tygical sylla hus tople orcas "---no doubt with an eye to the textbook market. So we heve u scries of overviews white fallowing Wssker, ene might call work, income, health, family end home, cducation, polltics, religion, itissuro and opinion. The exercise tills us nothing new inervitably so since most of the method bare state ields is one source interview of the indexing into the source material is olready femiliar-werks reground recently travelled by westerguard end Resler, throngin without their relouiessly Minrist much algents the factorian. Mugo soms of eur taksnfor-wetter the factorian source interview interview and indeed it reads rathsr cleastly wetterguard end Resler, throngin without their relouiessly Minrist much algents the factorian source interview intervie dividualism ond nchievement abor all elss, so that to prove onesit es having worth and dignity on hes to stand out from the mass-that ia, from ell the others on each own economic end status level Society's hierarchical system of re-wards end worthiness is both at tarnal to tha individual whom at stigmetizes end else portly inte-nalized by him. The sense of his worth and dignity is therefore is trinsically precarions for the manual worth and dignity is therefore is trinsically precarions for the manual by escaping to a higher rung ad proving his dignity through achieve ment. But the escape is always is complete: the material rewards a achievement still de not guarante tha inmer certainty which ome from being in control of one's on destiey and censcleusnos; here tha rapseted conviction that of sducation can get one of the bot sducation can get ons off the ho by building un just those creating inner resources,

Working class culture is the fora shot through with technique of martyrdom—a man sacifida himself in order to make bis fast himself in order to maka bis fast different from and "better" ho himself—and equally suffused wit guilt and self-blanne when the set niques ura only half successid a provoke rebellion in the next gas-ation or when Wi-luck strikes all exparienced as o mark of a man'a inherent worthlessness, he dynamic may well be different in find of the dignity of manual have and of working class solidarit at ableviate the costs, but the pri-doxes revealed he Richardson't be suggest some fundamental sime suggest some fundamental similar ties in the British end Ameria experience of social class.

Any attempt to summarize the rich web of themos in Hills Injuries of Closs is bound to the lose them justice. One can the sny that no sacialist should is to read and take account of the book.

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The knowledge debate

Brian Davies

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The Sociology of the School Curri-culum, By John Eggleston. Rounledgo and Kegan Paul £4.95. 7100 8565 6. £2.25. 7100 8566 4. Professor Eggleston has set out to produce both a textbook and a thesis. He cells us the book has "eaken a long time in the writing", aid it is minediately opparent that the most objection-at the field in relatively neutral and opan terms in order to harness and pro-data thesis. He cells us the book has "eaken a long time in the writing", aid it is minediately opparent that the most objection-at is wery largely neuv and highly diverse. The period of lie growth hos.coli-cided with the development (in-ded, acylosical), within, sociology at large of real and successful cided writing in contents within a sociology at large of real and successful cided writing of the correliated of the school curriculum and that the torm "system", albsit ooly at large of real and successful cided writing of real and successful cided writing of real and successful cided writing of the curriculum and the torm "system", albsit ooly at large of real and successful cided writing of re

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Anto two ideological models of the curriculum which has a solution with the class hild which the second to the sense of the curriculum which has labels the curriculum to the sense the curriculum to the curriculum to the sense the curriculum and the curriculum to the sense the sense the curriculum and the curriculum to the sense the sense to the curriculum to the sense to the sense the sense to the curriculum to the sense to the sense to the sense the sense to the sense the sense to the sense the sense to t

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19 Books/Linguistics

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Introduction to Systemic Linguis-tics, 1 Structures and Systems, 2 Levels and Links. By Margarot

Post-Bullock teachers of languaga studies and others who work on the filages of linguistics have for a long tims felt tha lack of a useful introduction to systemic linguis-fics. Not only is it tha main Brittsh theol, but it appsare to offer insights which ahould ba imme-tively applicable to teaching. But, thereas for transformational-gane-time gramonar there has alwayse but a wide ranga of introductory i datase to choese from, for systeof very variable quality. In 1975 the first volume of Mar-

Berry's introduction was pub-

Articulation C. J. Brumfit Introduction to Systemic Linguis-tics, 1 Structures mid Systems. 2

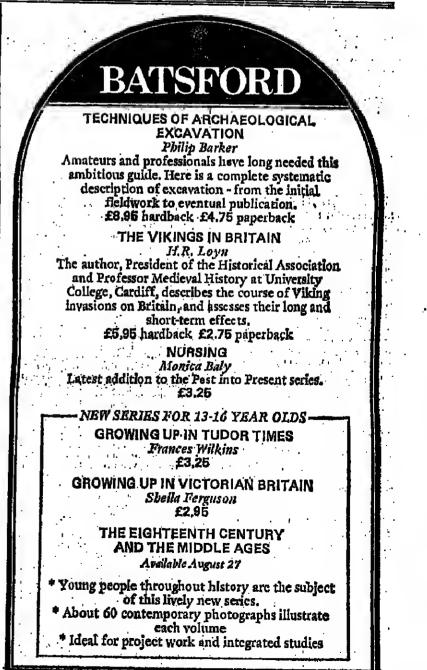
Iotroduction to Systemic Linguis-
ties, 1 Structures mid Systems, 2
Levels and Links. By Margarotapproacnes, it scents to be accumed
that systemic linguistics must be
fat systemic linguistics must be
fat systemic linguistics must be
leont as a hody af focts obout the
Banglish language rather than as an
approach to solving problems in that
real world.Batsford 1, F5.95, 7134 2902 X, £2.95,
7134 2903 8, 2, £5.95, 7134 3256 X.
An Introduction to Englisb Trons-
formational Syntox. By Rodney
Huddleston.
Longnan £6.55, 582 55161 0, £4.25,
582 55062 9.In part, the problems with the
book may be a result of its layout.
Most of the book consists of chap-
ters of expecting holowed by
discussion under the headings of
General Linguistics, Descriptive and
Contrastiva Linguistics, Applied
Languistics and Other Scheols of Linguistics
Athough this organizetion hes some
value for the student, it has the
value for the student, it has the
uiafortunate effect of apparently
laolating the linguist from any con-
cern with application or interaction

the second. She aims be survey at a studant who knows the survey at a studant who knows the survey at a studant who knows the second second. She aims the survey at a studant who knows the second second. She aims the survey at a studant who knows the second second. She aims the survey at a studant who knows the second second. She aims the survey at a studant who knows the second second. She aims the survey at a studant who knows the second second

ely rawarding to tha persevering reader. Janet Deon Feder's beok is also almed at an audience of fairly advanced studants with TG as their main linguistic banner. In dact, it la simultaneously en intreduction to the general preblems of somantic description and an account of the majer controvsnies among TG grammarians over the role and place of meaning in the grammar in the decade frem approximately 1963-1973. Like Huddlesten'e book; it demands a large degree of tech-1963-1973. Like Huddlesterre book; it demands a larga degree of tech-nical involvement from the reader, but it also makes fawer concessions to the student who starts without a general linguistic background. Perhaps it is inevitable that a book with the aim of covering major theoratical controversies

Isolationate enter of apparently out it also makes rawer concessions for the student who starts without a general linguistic background.
With other linguists whe disagrea with him until ha has faushed his book with the alm of covering descriptive and theoretical work. Instead of seeing the progress of fixed liself covaring a lot of more general ground, but there are probably at least three recent—atudent sees e series of statemants. This makes for good revision notea, if the student alreedy knows what is and chsapsr—general introductions to semantics is all obout, but it gives index of the student alreedy knows what is propriate for the reader who indilange to evaluete or question. However, the book will be reward-onallenge to evaluete or question. Transformational-generative grammar has been better served by its the general introductions; it propularisers, perhaps because—lo spite of its county with server by the students, or its county with server by the several surveys of problems of semantic representations, end the mapping betwean syntactic and the syntacti

 of semantic representations, end the
 mapping between syotactic and
 semantic structures in the context
 of the theoratical discussion.
 Mergaret. Berry's "two volumes
 will perhaps offer e more useful
 introductioo to systemic linguistics
 than any other convenient text,
 but it has not really filled the gap
 adequately. In quite different ways,
 the other two books do fill gaps
 et higher levals for more specialized
 students. Unfortunately, students of
 British linguistics continue to be The beeds even the most element in the student to the spelled out them at first sight ideal for the shole does make it read rather the student, but the effort to be teddy, Carefully articulated parallel sen-ties of chain is the concept of para-ties the concept of contrast."), of repstilon efforts to move on up by meliculous exploration of and along with this goes a ten-ties to lay down as given tha



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Pupils on

disruption

W. P. C. Mills

Well-prepared packages |Harsh realities

Eileen Pickard on psychology

Psychology: An Iniroduction (third edition). By Jerome Kogan ond Ernest Hoveman

Harcourt Braco Jovanovich (7.90. 15 572617 X. 15 572617 X. Introductory Psychology. Edited by John C. Colemau. Routlsdge and Ksgan Paul £6.95. 7100 8442 0. £3.50. 7100 8443 9.

While Introductory texts can evoke fears of packaged psychology and learm-by-heart generalizations, there ure some wordby of serious ap-praisal. Ideally, such texts should provide the scudent with clear, un-ambiguous information. They should be eclectle—for students can be valve and insuspecting at this singe—and, abovo oll, the authors need to be awaro of the process of textbook learning—a sort of "hidden instruction" which can be very poworful. Kegan and Havemon no some way towards meeting these me way towards inceiling these

"Their book is well structured. Each chapter is preceded by en out-lins of its content and concludes twith a summary and suggested reud-ing. The toxt is rich in disgrous and photographe which give glimp-ses of laboratory, assessment and othor situations, and throughout thara is an attempt to relate issues to everyday life. Aftar an initial discussion of the discipline of paychology the text proceeds to organ-ize the meterial ioto 13 further chopters starting, unlike some, with learning. Sensetiou and perception nre laft to leter sections. There or a separate chapters on davelopmantal and secial neutral and senset. and sociol psychology and an appen-dix concerned with statistical meth-

Generally the information is pre-scated clearly in an eosy conver-sational etyle, though a few of tha definitions could be improved.

HMSO's Silver Jublice book brings

to life our reigning monarchs from

now they uppeared to the eyes of Incir contemporeries, 64pp, lavishly liustroicd in colour and bluck and

1066 to the present day end reveals

The English Regalia

from the time of Edward tho

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Confessor, how it was dispersed

monarchs grappied with debt to

illustreted in colour and black and

bring il logether ngoin, 98pp,

during the Civil War, end how later

Royal Faces

The rational mind

Paperbacks

Construction<

20 Books/Psychology/Science

duced the greatest variation read : "If o teacher tells you off in front of your friends, you feel like smish-

As part of a recent survey of periously illsruptive heliovlour in the secondary schools of one Leo., pupils' opinioos were sought on four topics. Eleven schools nominated seriously disruptive boys and girls, between the ages of 13 and 16, who were motebed for age, sex and IQ, in the same schools by everage "conformist" pupila. Differences in attituites to bullying, yandalism, school uniform and lesso disruption were expected between the two groups. The instruments of measurement between this two groups. The instruments of measurement were a queationnaira of 30 state-ments, using a five-point scala for soring. These were cross-checked by 15 open-ended sentences, and an individual structured interview with each pupil-disruptive and con-rol-a part of which were 26 ques-tions dealing with these topics.

are marvels of compression and commendable in their impartitive. The book a essential monthematic

The book's essential wonnexer oro in the uthor sections and in the relationship of thoir subject make to the whole. Large subjects of social significance are simply ignored—the monarchy, the press notional security among them Commercial hrondcasting is limited to a single sectorice recording is ing something up." Commercial hypothesis is inner to e single sentonco recording its existence. Bigger issues are barely perceived; for instance the sents or lack of it, of nailonol ideoly, and the shifts in power in a place list society. I do not thick one would know from resding this book tyly life in Britain felt dif-ferent in 1945 and io 1970-and that is o damaging flaw in a his-ory book.

will if he should arriva late.

C. J. Brumfit and Brian Davies are at the Institute of Education, London A. Rupert Holl is professor to the department of the history of science ... and technology at Imperial College. London

Among this week's

contributors:

ory book.

Bernice Mertlu lectures in social

studies of Bedford Callege, London Elleen Pickard teaches at Digby Stuart Collage, Rochampton Institute of Higher Education

Tony Clloe is an educational psychologist at the child guidsoce unit. Woodberry Down School

Antony Flow Is professor of phile sopby at Raading University Edmund Power, OSB, is at Dena

Abbay Alan Tuckett is principal of the Friends Centro for adult education et Brighton

Legle, by Wilfrid Hødges (Penguin E1.25) is e textbook of logic rather then a contribution to a general strugglo for public alighterimeot. It is thus to be compored with, for It is thus to be compored with, for Relienentary Logic, not with her Stringht end Crooked Thinking to R. H. Thoules. Since Dr Hodgas is writing 'a textbook ha. takes for to take a study of the subject. But, storting from thore, ho wanta tho book to proceed as e convorsion: "To kaap the convorsion for mo-ing tno onto-sided, I put in foirly are strongly urgad to try to susver thas o a you raach them. Correct answers aro glyout at the end of the book? ISBN 0 11 290209 X £1.95 (£2.18) How the Royal Trensure was built up answers are given at the end of the To keep the "conversetion "lively Dr. Hodges deploys a creditobly cotholic complement of illustrations from various mostly contemporary roal worlds, and ha is always claar nul business-like in his own contri-business One outcreading wordnet

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sustoined attention given to the problems of traceposing the way-ward veriety, of verbal discourse into the ormal sustanty, of symbols Ism. Noverthelets, at the and of the (day, despite ell the author's good Intantions ood fair practice, I have to wonder whether there are many I incorpert readers who resily will work through this whole beek by themselves, end not in o class with a vielbly rasponsive, geotly nuchlog tearher: No doubt Penguin- Books will, es usual, succeed in sellog more copies them any other pub-lisher gould. But how meny of the Individual sales will be to poople —a significant proportion surely nf mony other Pellcon publics—who nover ectually get around to pick-

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with Descartes and Lelbnlz the great trikity of seventeenth-century con-tinental Rationalists. Starting from his main premise that the Universe. Is ona substauca, equally God or Natura, reveoled to us in the two attributes of thought and exten-slon, ha produces o complate mata-physical scheme. From this, hy ruthless logic he derives his viewa on knowledge, morolity, politics and religion.

iu appert readers whn really will work through this whole beok by themselves, end not in o class with a vielbly rasponsive, geotly nucleg tearner: No doubt Penguin-Books will, es usual, succeed in selliog more copies them any other public lisher qould. But how meny of the individual sales will ba to poople individual sales will ba to poople more cetually get around to pick-ing the book up sgoin once they have corried it homo? Presumnbly oo ona will ever know the onstver to this porticular question. Yet we might new oll pousse for a momant to, thuk how much everyone elae owos to these individual ever to this porticular question. Yet we might new oll pousse for a momant to, thuk how much everyone elae owos to these incide the solution of the procession of the genarol is a simular probable of the solution of the solution of the individual sales will be to poople in the solution of the processes of the thind, is a solution of the solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the thind, is a solution of the processes of the the processes of the thind is a solution. The processes of the

String Playing in Daroqua Music, ouestious tha impurtaocc I attach to shaping the line, waoting fustcad " tha on knowledge, morollty, nolltics and religion. For the layman, phllosophy often appears as a strange dialect. Pro-feesor Hanpshire's exposition of Spinger has a dialect in the print of the forms and presents fill over all chemic in the philosophy is often e strange dialect to the layman, then Dovid Pears's Questions in the Philosophy of Mind (Duckworth £2.95) well earns that mataphor, A work of the scaring erch of the line you era going to bresk and stratch-very like the Rowing bei conto on which so much hereous instructions and the solution of the strategy of the s

Sir,-John Halloway, reviewing my

In doing this on that glortous record-

ing for my book, I think Manuhin may sciually sound mare lika Corelli, oot less-Corelli, of whom Galliord wrets in 1703 that 'I never met with any man that suffered his passions to hurry him swy so much while the use offer

4 Keats Grove, London NW3,

Review letter

man illet suffered tils passions to hurry him eway so much whilst he was play-ing on the violin "." Traioed es: I was under thot great-rebel and violinist Aroold Dolmetsch, I do not really want to put up a." Iast stand " agalost this curreot export-ments, which I support strongly in my book. It is just that I do oot believe there is only 'ono right way of curreot again. There pays was ROBERT DONINGTON, 4 Kests Grave.

A flawed history Noel Hughes

21

Sixth-form

General studies in day schools is the Deethoven symphonies, Spain

Sixth-form general studies in they schools is the declined and the second studies is a construct. This is uncertain the second studies in the second studies is a suggestion. These wore single periods, and in the second studies is a suggestion. This is not have the second studies is a suggestion. This is not have the second studies in the second studies is a suggestion. The second studies is a suggestion. This is not have the second studies is a suggestion. This is not have the second studies is a suggestion. This is not have the second studies is a suggestion. This is not have the second studies is a suggestion. This is not have the second studies is the second studies is a suggestion. This is not have the second studies is a suggestion. This is not have the second studies is the second studies is a suggestion. This is not have the second studies is the s

csses. Discussiont groups can operate. Week 4.—Surrealism in music and art—a practical session in which students perform music and ottempt some art experiments, followed by an examination of some of the isod-ing exponents of this art form. Dis-cussion groups can constant

architecture and careers visits. The problem has been, how to timstoble general periods, and should they be considered on s par with neademic etudiss? Often I hovs heard staff comment, "Oh yes, I'm all for general studies so long as it's on e Friday eftsmoon." Of course if subjects are to be covered adsquately thsy do require a whole morning or eftermooo. In-teaching tima, and if e topic hess set students alight it is frustrating to ses them drifting out at 4 pm to catch their only bus home—and it can be embarrasaing for speakera. The problem has been, how to timstoble general periods, and students perform music and ottempt some art experiments, followed by can a examination of some of the isod-cussion groups can opsrate. Weeks 6, 7, 8 aud 9: Staff offsr four-wsek courses on perticulor subjects — some acsdemic, somo practical, some lasting oil morning. A saleotion firom our staff last term included: uso your haad, collecting for charity, the Catholic Church,

Primary games skills

Gail Saunders

"In the primary ond middle years, broadth and variety of exporience are desiroblo", odvocotss the Doportment of Education and Scienco publicatioo Movemant in regard to games teaching. It advieas ngoinst oarrow programmas and eorly speciolizotion. To what axtont oro these recommandations haded? Recently I computed come

were still davoted to soccer. Most boys in this age range were only occasiooally, if ever, presented with tha opportunity to catch and a throw o large ball, to monipulate a ball with a hockey or shinty stick, to play with a volicyball or rugby-ball, or to atrike a ball with e padder—teools bat or racket. Few schools evep possessad rugby balls, volleyballs or rackets.

The girls fored rather better, soma achools offering frequent ex-perience io both netball and horkey. In tha summar, howevar, the girls aly restric with e few organizing the occasion game of padder tennis.

A number of teachers stated that otost, in some cases eld, of the evelablo games tima was devoted to biologanes inta was devoted to playlog a mojor game. Ona teacher justified this by saying that who children reached top funitor level tha boys possessed all the necessary soccer skills, thus negating the used for skill practice and small-side

games. games. Although my sample was rela-dively small, from general observa-tion this approach to primary games teaching appeara widespread. This results in the all too familiar sight of large groups of youngstars apend-ing oil of one lesson chasing one bail or waiting in teams for their two in bat. this way yet 15 of the pupils res-possible hed produced o neutral Secondary School jor Boys, Crewe.



the children transferred all offered a wide variety of games, some em-ploying basic skills not previously experienced by the childran. The secondary staff wera highly critical of the games teaching with-in the primary sphere. Almost

Stoff courses may require hiring of mini-vans and course material such as slides or books, General studies dona wall cannot be dona cheaply. This is another source of conflict in the overell allocation of monsy for subjects. General studies adds a now dimension to the sixth-form cur-riculum. It enables different re-lationships to be bullt up with stu-dents. It stratches staff and encourages experimentetion. It

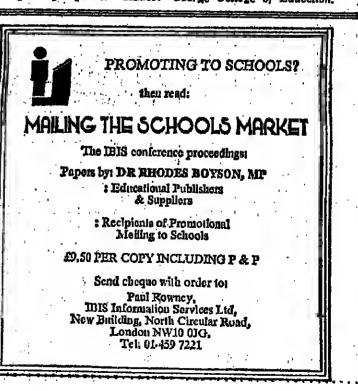
ancoureges experimentation. It brings schools closer to the real world.

Derek Wyatt is director of general studies, Ipswich School, Suffolk.

without exception they said they preferred children to errive in the liftst year having experienced a wida variety of skills and aquip-nent, rather than specialized know-ledge in certain major games. Few primery teachers had taken-physical education os their main college course and, ulthough they had all followed curriculum courses in this erea, a number, were highly critical of their content, Further-more, with the increasing flexibility in course survicure within colleges, it is now possible for some students to opt out of lectures in physical educetion. It is hardly surprising thot many teachers exhibit a general lack of appreolation of the overall sims and objectives of primary school games, and no fail to stimulate imaginative and meaningful learn-ing to basic games' skill develop-ment. It is not only to the academic areas of the curriculum that there is a need for an extensive pro-gramme of in-service training.

Galf Snunders is a fecturer physical education, Middleson George College of Educetion.

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I don't think it improves the uniform.

vote for a statement concerning die defacing of notices in school, and ecrawling on books and equipotent.

tions dealing with these topics. The "Fupil Opinion" question-naire answarsd by 116 boys aod gris did produce significant dilferences in attitude batween dis-rupfives and controls, but only in 12 of the 30 stolements. At tha 5 per cent significanco lcvel wera five statements concerning bullying and "playing up" teochers, out at the 1 per cent lavol seven atate-ments about vandalism ond school waform. The statement which pro-duced the greatest vurbation read: The analysis of the greatest vurbation read: The statement which pro-duced the greatest vurbation read: The statement which pro-

write (completely disproved by their head). Eleven disruptives used obscene expressions to doscribe teachers who used proise, about the school's curriculum, the school's require-ments regarding pupils' personal oppeorance, and whot they con-aidered "doing well in school" wae.

all your friends, yon feel like smishing something up."
A statistical nanalysis of the questionnairo showed that although there were some significant difforence areas one significant difforence of attitudo, apart from three granting pupils' personal opportant of Education snd Science publication Movemant in regard to games teaching. It advieus on sidered "doing well in school" was addred to sum total of consideration of the schools. But options of the disruptive sample restrained their tick from is the ascenter in a number of the tasearther in a number of the disruptive complaloed is the double simulates of the schools involved. During entry, and a dellberate resistance to so "interference".
That many of the disruptive complaloed is the double simulate of the schools involved. During entry, and a dellberate real individual was at the double simulates of the double simulates of the disruptive complaloed is the double simulates of the schools involved. During entry, and a dellberate real individual was a finat 31 out of 55
We will he double active of disruptive complaloed is the double simulates of the schools involved a teacher to the schools of the addit which allowed a teacher to the sum of the addit of the disruptive complaloed is the double active of the schools of the addit with a hockey or shinty stick, to play whit o volleyball or rugby ball, or to atike a ball with a bockey or shinty stick. The was that 31 out of 55

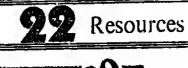
can emarge. Surprisa acoswera can result, such as that 31 out of 50 serioaly diaruptiva youngstars pre-ferred a quiat, sympathatic teaches, of any age, to the ruggad sporting Mightinued: "I was waiting for Mightinued: "I was waiting for

Where surprisingly, some disrup-tives, apparently devoted to their stratement 11 was seen to shant. The Statement reads: Vertedom." His claim abour tho streed panel was verified by his

the shed band here was verified by his Equally telling was the hostile in five of disruptive boys and girls the sked to complete NFIR Instinent tests in maths and havy of, their test returns ments against routine questions the said bax, of the candidete, the sign from of the school and the said bax, of the retated io the sign from of the school and t

The researcher in a number of different circumstances, one of which concerced a visit to one of the schools involved. During e tweed discussion between o disrup-tree boy of 15 and his control sbout inchers, the disruptive complained which allowed a teacher to the double standards of his which allowed a teacher to the class, but punished the double at a class, but punished the double at a class but punished

THE TIMES EDUCATIONAL SUPPLEMENT 212



Commissioned by Chelsea College Centre for Science Education

The chemistry of sensitive plants

John A. Barker and John Wray on plant hormone kits





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of the effect of ninoral doficiencies
in excellant plastic tubes with ang
fitting tops assuring inng shelf life.
The conteuts of each tube oro
sufficient to propure faur litres of
solution, in uddition to dio " normal" mixture there are scown others
respectively deficiont in calcium,
phosphorus, potnosium and sulphur.
The tooching noteo huve o suming the instructions the observed
deficiency effect can be compared
with the supposed syntptons
of their doficiency, ins by followindeed they con. How over no menindeed they con. How over no menindeer of oversting thu solutions, and the support and the support is the sum of the instructions, olthough brief, or such work.
The instructions, olthough brief, or such work.
The instructions of the activation of the instructions is independent of the moting is nearbing and displaying suitable components and displaying suitable components and displaying suitable components each of the moting is stable components components is the set of the purporations of the point is inadequatel

(JAA), countarin, instance near the second state of the second sta



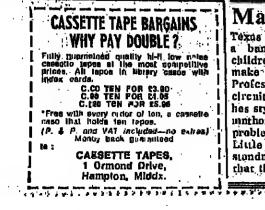
The other part of the tells is sufficient chemical miners propare 20 litres of Hards Canla Plant Culture Medium. Tak i equivalent to the "normal" Sai water culture solution and is is as a nutrient solution for her ponics or simply seed german and growth, since it contains major and trace clement seman needed for a healdy plant.

Once again the brief instant Once again the brief instance for its uso are entirely stead They onoronver show the der author is conversant with the laboratory pructice and us used is made of sopulaticared hydroid growing techniques using a train ing colution which would be not able for most schools. For his ponics, the process of got plants in an aqueous solution inccessary nutrient, this ship





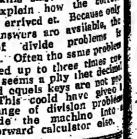
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Mathematical fun and games

Texns Instruments have introduced equels buttons and two extre but, shown on the display. The balance the integer and is the context of a band-hold concodonol toy for what, "set" and "go". of easy and difficult questions et connot explain how the context children of oil agos designed to What a correct answer to given all levels beens to have been care enswer is errived et. Because out make insidematics fun. The Little the Professor sets another problem. fully worked out. Integer answers are available, the context and the problem is response. The display letors are suggested in a booklet restricted. Often the same problem is repeated. Three fun with Moths Focts, part of a is repeated up to three times mot mot and the problem is repeated. Three fun with Moths Focts, part of a is repeated up to three times mot mot provide the right peckage containing 18 manes and the provide mot provide mot provide the right peckage containing 18 manes and the provide mot provide mot provide the right peckage containing 18 manes and the provide the provide the rest and the provide the right peckage containing 18 manes and the provide the provide the right peckage containing 18 manes and the provide the provide the right peckage containing the same provide the provide the provide the provide the provide the right peckage containing the same and the provide the provide the right peckage containing the same and the provide the provide the right peckage containing the same and the provide the provide the right peckage containing the same and the provide the provid

hes stylized red LKD numerals, four and the problem is repeated. Three Fun with Moths Focts, part of a 'ls repeated up to three the define problem levels. The face of the enswer and the child has to press activities. Some of the lator games each ning. It seems a pluy that define the Professor is similar to most the "go" button for the next quest enterpt to introduce there edvanced vided. This coold have great the rank to problem the num concepts.





Building, equipping and furnishing a school

The brief required maximum teaching area on a minimum budget. Brian Mayes describes how it was achieved

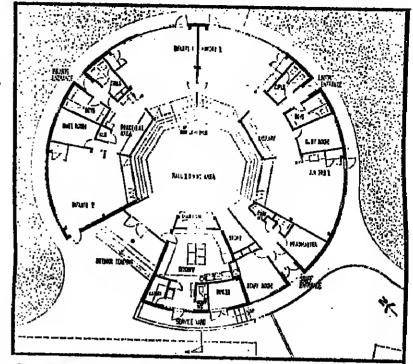
In the space of a circle

by. The locsl education anthority brief was for a small junior mixed and infant school for 125 pupils with a fully equipped kitchen, so that mesio could be prepared and esteo within the building. As the school is voluntary-alded with limitsd means, it was obvious thet wome doubling up of spoce would be accessary and a solution evolved based on opparate teaching units for juniors and infents, such with its own lavetories, rosource area and

Forms other than the square or rectanglo are not turusual in educar, drama, etc. in stituction is the smallest springer around an enclosed space to the solut the difficulties of planning with, is the circle usually militato egainst is ebuilded in the circle usually militato egainst is ebuilded if from the solut the difficulties of planning with, is nothing more than entry is easily seen the infants' unit and the maximum isso of space of the maximum isso of space and the space if the space if one mile or the infant entry is easily seen the infants' unit and the maximum isso of space and the space in the solution is the transmity of the space if the infant entry is easily seen in the infant entry is easily seen in the infant entry is the easily seen in the infant entry is the infant. The infant entry is the infant. The infant entry is the infant. The infant is the infant entry is the infant entry is the infant. The infant is the infant entry is the infant is the infant entry is the infant. The infant is the infant entry is the infant. The infant is the infant entry is the infant. The infant is the infant is the infant is the infant is the infant

or dressing rooms for end-of-term ploys. The central hall is a nine-sided polygon ond is three stops lower then the rest of the schonl, breek-ing the monotony of o single level building end ollowing the use of these continuous steps as occessional sectog. The shape elso permits simultaneous functions and forms o natural core which is expressed in the pitched roof, periphoral petent glezing (which elso supplements the light in teaching ereco) and the ex-posed brick peinted wells.

entrance to the kitchen elud boiler room, Internal fluishes are orthodox but colour bas been used to enhonce the erchlecturel elements. The internal exposed brick walls are painted off-white or derk brown to match the doots, wiedow fremes and chairs. Exposed eteel beams in both hell ond cleasrooms are peinted yellow. The hell bes o wood noseic floor ; elsewhere there are vinyl tiles or carpeting (provided by the PTA). Heeting is by fon convectors (eod some radiotors) from e gas boiler, with e high level ring coll to counteract cooling from the roof-light. Storage is builtin or, together with the other furniture, selected from the Hewtordshire County Counted appendent school



Ground plan for St. Poul's School, Chipperfield. G.M.W. Partnership Architects.

parent teochers association support-ing the school and this has pro-vided such odditionel nicetles as esr-poting in come ercos and e closk-room-chenging erea to evold the clutter of coots, boots, etc, which of necessity hod to be planned in the classroom erce. Although the externel shape is uncompromising end herdly likely to conform to the established build-ings surrounding the school site; the compact form hee evoidsd the necessity to fell trees end combined with clevations of brick end gless, maks the building unobrusive. Aloo, the conical roof level, the hell, end the individuel ontrances to ths

tenching units break up what would otherwise be a monotonouo eleva-

How successful lies the concept proved in practice? The staff and pupils scom happy with the gondrnl layout—especially the hall. Thero have been difficulties of sound isols-tiou, deopite heavy partitiono and doors, resulting from the compact plen. Other micor nuisances such as clockroom space have already been uloelt with and further extensions aro contemplated. aro contennleted

Brian Mayes, RIBA, is a senior part-ner of the G.M.W. Portnership.





Era in four parts

Book review by Colin

Book review by Colin. Ward The English School, its Architecture and Organisation. Volume II, 1870. 1970. By. Matcolm, Seaborne, and Readers of Mr Sseborne's earlier book will not be disappointed by the section that and educational back-the social and educational back-trailiant and educational back-trained and of presentation reminde with the econdery school buildings. Their method of presentation reminde with the school of presentation reminde the partied for any school buildings. Readers of Mr Sseborne's earlier book will not be disappointed by its successor, which has the same writue of distilling e deunting maso of material into en orderly and eveo elegant text. Tho period uodor review oestig subdivides from 370 to 1902. They demonstrate the strong grammar schools, from 1870 to 1902. They demonstrate the strong com-medical influence on school design medical influence on school design writh its emphasis of some of the period betweeo the establish-medical influence on school design review oestig suddivides from 3870 to 1902. They demonstrate the strong with the estrempt to meve school the first World Was, the inter-war period, and the period Wer, with its emphasis on school design the first World Was, the inter-war period, and the period

between the Butler Act of 1944 and hygiene" and cross-ventiletion. 1970, The first three of these sections of Education control in the inter-heve been contributed by Roy Lows was years, which effectively pre-and the last by Michael Serborne, Both autions have the heppy knack until the very are of the war, with of selecting inst the right, most the influential Nows Chronicle helling and typical contemporary, school design competition, comments and opinions which crys-tallize their era. Definition contemporary in the influential north of the inter-term the ell-purpose schoolroom to

Opening with the ettempt to move from the ell-purpose schoolroom to

THE TIMES EDUCATIONAL SUPPLEMENT 22.77

'Human' or 'artificial'?

It is the anticipation of the 'energy crisis' which has been the major factor in school building design

By R. G. Hopkinson

Some of the crost recently huilt schoola look so different from their immediate predecessors as to cause comment and concorn ot what is happening. In place of the largo windows and long corridors, school buildings are hecoming tight and compact, with very small windows buildings are becoming tight and compact, with very small windows and total reliance upon srtificiel

Those who have been to the United States, and so recognize the trend, are concerned that the daya of the post-war school, light, airy, and colourful, are numbered. been to tho

and colourful, are numbered. Ir is being done in the interests of energy conservation. A compact building loses least heat, and small windows aid heat insulation. In the limit, no heating system may be needed, all the necessary locating being obtained from the heat given off anyway by the artificiol lighting, and by the bodies of the inhebitants, igloo-fashion.

Many educationists and some Many educationists and some parents are concerned at such developments. Oo sho other hand, it is often said that children ore so adaptable that even e major change in their school environment affects them little, especially if they are in the hands of good teachers. So why become element for no demonstrable cause.

It is, perhaps, worth looking at the background history of school building, particularly in the post-war years, when developments starwar years, when developments char-ted in Hertfordshire under Aslin and Johnson-Marshall gained mom-butum and created e "style" of school building recognized throughnut the architectural end educa-ional world, end which gained Britalo internationel renown and

LIFA

form of prefabricated construction was the only answer.

was the only answer. The inspiration of the Hertford-shire architects, and of the com-ponents firms associated with them, was that such prefabricated build-ings did not have to heve the dismal imprint of "prefab" build-ing as evidenced elsswhoro. This inspiration was most murked in the now use of light and colour in defining the educational, rather than the institutional, charucter of a school building. The light wes netural light, through large win-dows which enabled daylight and sunlight to penetrate right into tha rooms.

rooms. The benefits of these buildings were immediatoly evident in an educational context. The large windows brought the outside world into school, and whether the view outside was of e rural landscape or the life of n town, the good tencher gained the edvantage of being able to "teach out of the window" and made the fullest use of it. Changes in educational idees on

tion in pre-war days, was e welcom eddition to the teaching palette. The disadvantege of these new buildings from the energy espect wes bidden, and so discounted, by

another. The then current palley required thut the capital cost a place should he kept down th a minimum, regard-less os to whether a building of such minimum cost was expensive to heat, light, and maintain. For many years this anomaly was set on one side, though - it was cleerly understood. Ooly when the high cost of heating these rambling buildings, with their large single-glazed windows, was reinted to an enorgy conservation pulley was may enorgy conservation pullcy was may re-thinking put in hand.

re-chirg's conservation binds, was they re-chirking put in hand. Environmentel engineering tech-nology knew the answers, indeed had been edvocating the answers t for some thme, but the palitical and educationel pettern of tulnking had 1 to change before any use could be made of the aveileblo knowledge. When the change came, the pen-dulum, as always, swung too fer rine other way, and the compact in-suleted ertificial school was hera. School buildings, lika people, are Individuels with dielr Idiosyncra-sies, Yehudi Menuhin once sold, in reletion to concert helia, thot a sensitive artista feit the ecoustics of the building as part of his musical equipment—a good musi-clan gave o fer better performance in e good helt thau in o bad. A good teecher gives a far better performanca in o good school than in a bad.

in a bad. Perhaps some environmental physicists ere unewere of this, it often seems that their only criter-ion of excellence is that the heat balence equations should come out

light and the view should be sub-servicent. It is the anticipation of the "energy crisis" which has been the major factor in the change in school building design, although changes in educational thinking have played o major purt. The Hertfordshire school had classrooms: the new buildings lend themselves, from tha nature of their enclosedness, to open plan teaching. Those who hate o plan plange elso detest the new

open plan teaching. Those who hate open planing elso detest the new buildings, but the two do not have to go together. Compact schoole can have segregated roams. If school buildings are indivi-duals, they cnn, liks people, be grouped hato charactaristics, Melan-cholick, Phlegmatick, Cholerick, and the like. Tha pre-war building, using treditional building meterials of brick med stone, was solld end masbrick and stone, was solid end mas-sive. It waymad up slowly, but re-tained its heet. The Hertfordshire school, and its many derivatives, was very often of Very school and other stores and the second stores and the second store stores and the second store store

many derivatives, was very often of light-weight construction, and warmed up quickly, but lost its heet quickly, and wes very responsive to changes in the outside temperature ond wind. The new buildings ere so efficiently inculated from the out-side world that whot goes on biside them is entirely undar the control of the environmental engineer. If they are fully of-conditioned, the response cen be sensitively con-trolled. If this control is done intelligently, they con ba thermelly very conforteble. If, as too often happena, the control is unintelli-gently automatic, ond also often on the over-heeted side, they con be hot, dry, and fetiguing, et the end

be was right, but it needed by Flanning and equipping a comprehensive school is no small task. Gillian Thomas spelled out why.

spelled out why. Above all, the role of the when in defining the form and cherate of the building needs to be buy underatood, ond the knowledge fa we now have better applied. In visual world pluys so lorge eps in education that it must be restored to his proper place restored to his proper place in school design. And what of nois? That, with regret, is a story to k told another time.

R. G. Hopkinson is Emerilus Pales sor of Environmental Engineeing In the University of Londes of o consultant to the Department of Education and Science on live tional Buildings).

into e new community; and in are unlikely to fall tidily into he

equal groups. The teachers, together with The teachers, together with p primary odviser, visited ri achools both old end new in ear areas, so that they could bein a envisego their part in meking a new building work. Features dis final plan which must be parts larly welcome to them include:

"In order to decida whet was needed, I esked each deportment to subinit a list divided into necesto submit a list divided into neces-sities and luxuries. In addition, hours and hours were spent weding through catalogues. We ended up having to cut dowo by ebont e third—it was quite e game. But even so we ere not complainlog. Froquantly it was e mattar of com-promising on quality and flexibility —like gettlög: a book cabinat for 150 instead of a better one for threa timas es much." "A big sense of sotisfoction." Dovid Pert (saoted) and Barry Mitchell. some open-plen eraas which they felt would not be conduciva to work. Corridore were edded to close them in. This hes also im-The finel choice was governed basic requirements (tables, cnr-ts, atc.), the needs of each decirculetion-e major con-A stool, which light the school's sucsideration in o school of this size pertment (extra lerga sinks in tha craft room, a banging globe in the geography room, which entailed re-inforcing the celling i) and equip-mant to enable tha school as e whole to run smoothly and effici-An aree scheduled as e clockroom wes olso converted into e clessroom to provido more accommodation. In-stead, coat pegs were provided in each room. eacb room. A theatre end e droma studio wora scheduled fir the English do pertment but one was thought to be odequete, so the studio was de-be odequete, so the studio was de-be odequete, so the studio was de-Befnre the building of Phese 2 began, the borough suggosted that it might be orun smoothly and effici-method. For exemple they heve investad io high standard reprographic copying mechines and so electric typewriter—in order to be able to produce their own work sheets end booklets up to professional stan-dards. is the second se built of the sixtles but also began, the borough suggested that priority area, heving a 40 telened lowsr school to help new thinging number of singlo. They has e high sixth-form torics, kitcheos, the library and asive redevelopment. It is a priority area, heving a 40 at imaligrant catchment and management catchment and associate number of singlo-t and large familles.



childra attention on e focel chelk, board, end so the view outside, which would have been n diatrac-

furniture By Owen Surridge

ton.
ton.</l

talks to two men who have done it.

Beerle typewriters, clocks, tops for science loboratorles, doormois and TV systems. Borry Mitchell, deputy head of the new Narthuon-School, in Tortenhani, lias become t mise of information on an incre-

dibly varied ranga of enbjecta during the last five years. He hos been largely responsible for coordinating the equipping of the school, which wes purpose-built at a cost of £1.25m.

The first 180 children arrived in September, 1972. The official openlug by Lord Pitt of Hampstead took place in October, 1975, ond by lat year the numbers had been built up to 1,200 children ond 70 staff.

Flexible

sizes A1 and A2, sloping att huards, a reafts tup and a plastic tray that can be used in conjunction with the tray or either type of drawing hoard. Made frum whoden chiphard, the tups are laminated with an in-permedble plastic resistant to che-miculs and the other haznids of surfaced with timber and tho tu-the tups are laminated with an in-surfaced with timber and tho tu-thour steel frumes are cualed with nylon and fitted with plastic foot pads. They can be stacked or dis-

were out of date by thu lime later noney was being spont. Form-nutely, in this case, the schoul was oblo to sell off the original mochines and replace them.

 Stay-ou rate this is certain to he exceeded. Just how the extra cilid, ren will be accomonodated from next year is the next conundrum to be solved l
 Central to how the school is laid out and equipped is lee overall policy of mixed ethility teaching, into the maths science, French, humeubties, creative design (wbich includes anbjects like loome economodwork) end English --should be grouped in autes of rooms. Thus they moved the computer room, which had originally computer room which had originally computer to exceed their hudget: £105,000 and £20,000 fur Phase 3. Iled the money oil been spent right at the beginning, it would of course hove bought considerably more, but Mr Mitchel; leernt very quickly to liva with infletion ond took prices os definita only when he rereived tho bill. He olso got used to the frus-trations of waitlog for items to arriva. Indeed, he is still walting for name and number lakels for ell the doors.

But at no time were they ohlo

A shop floor view

phasis on practicalities. Mr Pert oud Mr Mitchell also insisted that the various depart-ments—like maths, science, French, humaulties, creative design (which lucludes aubjects like home econ-omics end woodwork) end English —should be grouped in auites of rooms. Thus they moved the com-puter room, which had originelly been sited in the Phoso 1 port of the building, into the maths soite. In deciding how to ley out out

In deciding how to ley out end equip each suite, they relied heavily on the borough's endject. advisers. Modifications were elso mede to

As for storage, children lieve lockers in the formrooms where thay gather each morning. They then move to the eppropriete sub-ject suits where books are kept by the teachers the teachers,

Mr Mitchell also arranged for extensive phiboerding to be pro-vided on the walls of the humenities classrooms. He also added extre carneting in some areas to cut down uoiso, but bud no say in any of the colour schemes. colour schemes,

Colour schemes, Every department is serviced by the resources centre where exten-sive sound and televielon equipment is available (including 38 ceesette and three video recorders).

"This may sound e lot, but of course we had to justify overy item of expenditure to the development officer", explains Mr Mitchell, "Recording facilities ere centrol to much of the Logilsb teaching, parti-culerly as communication aids.

Neverthelese, with the job almost completed, the challenge of sturt-ing ell over again at onother now school oppcals to him; he left a secondery modern school in Wolverhempton where he was head of moths to join the Northumberland Park team.

As far the head himself, whose subject is history, he says he is looklog forword to consulidating

complecency is off-set by the reali-zotion that you never really errive | 3

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Architects and the hidden curriculum

Playgrounds, like gardene, take time to furm and grow for, as Mias Wilshire of the Chelsea Open Air Nursey School observes, "tho instant tree is not yet with us". She is fortunta. When she came to Chelsea from a Bristol local authority nurcery school in 1971, she inherited a plece of land which had been a well-loved garden for casturies, ond which had been speci-ally adjated to the needs of child-rou for the last 42 years. The barnets, who founded the school in 1929, chose the property largely for its "lovere" as its first head teachar, Miss Nayalle Davies, encouled in her history of the generations. The generations.

Miss Wilshire wants her open space to fulfil two functions: to provide mysterious areas that will provide mysterious areas that will encourage imaginative play, and to present physical challenges. Pro-herly concerned about safety, she is anso anxious that adults should act destroy the children's initiative by heing over-protoctive. The Chalses garden is continually developing in any concerned there is

bitan fourie invictiges a mile variety and invict and invict in the second and invict in the second and invict in the second and invict interesting into the second and the second and into the second and the second and the second and the seco

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Mrs. C. J. Harris & Hickory &

CLASP fittings, but they have no choice. It is ironic that in n short tima efter the orchitect's job is complete and the head assumes responsibility for the building, other members of the same depart-ment become involved. The money

the library, so detracting atmosphere one wants to there. The door can preva lens occurring and there fromotions between pupite which sour the atmosphere

her Idens can be adapt it urban school. Chalgrova jualor schoi i fordshiro, is a hybrid, can tweon town and county, new. Thio village, on the of Oxford, is a mixture of eutinges and new housing and tho school, which reach humirodth birthday in Note housed in the original build in new classrooms which we housed in the original build in new classrooms which we housed in the original build in new classrooms which we housed in the original build in new classrooms which we housed in the original build in new classrooms which we in 1970. The playground i the mixture. It is divided roughly in areas. The first is a que baunded by the original set lowed bricks, has been under the direction of the udviser on horiculture, wall ore the conventional areas; and, beyond these slope is sat out as an playground..., which re

slope is sat out as an playground.... Like Miss Wilshire Humphrles, Mr Colin He Is a great believer fit-natural wood for both pl imaginativa play. Like he has incorporated for into his plans and telescope servo as part of the appart Chalgrove's fort and structures are partly mo-the equipment in the playground in the naise wild-life park at But scrembling net is the corr at made piece of equipment

made piece of brought in. The playground

THE DW VIEWPACK AUDIO VISUAL STORAGE SYSTEM 2 . . . Write for a tuily illustrated brochure a price list Dept. 5/7, 3 Park Road, Baker Stiget, London NW1, Tal. 01-723 7333 & 3330 DIANA WYLLIE LTD. Start Ball Start Start Start Start ىلىكى بىلىكىكىكىكىكىكى بەردىكى بىلەردىكى بىلەردىكى بىلەر بىلەركىكى بىلەردىكى بىلەركىكى بىلەركىكى بىلەركىكى بەر بىلىكى بىلەركىكى بىلەركىكى بىلەردىكى بىلەركىكى بىلەركىكى بىلەركىكى بىلەركىكى بىلەركىكى بىلەركىكى بىلەركىكىكىكى



Arganden on several levels of the Chelseo Open Air Nursery School.

Come out to play

Shirley Toulson looks at a variety of play spaces and their equipment

eucourage unaginative play, and to present physical challenges. Pro-liarly concerned about safoty, she is insto anxious that adulta should aot destroy the children's initiarive by ...The Chalsea garden la continually developing. In one corner there is a large rope climbing net mada 30 yours egn by e student teacher (nud an ex-anilor). Abovo the well there is on aluminium framo bridge Due to by a recent group of parents. ...Dever the year, the genone, has the the children spend lu the that the children spend lu the school la not afraid to use paint the painted on one wall, a number the spende lu curlous transvers which the spende lu the spend with spender the the the spender the field in the spender the field paint the painted on one wall, a number there used for mathematical exercises, the twe spender the spender the field paint the painted on mark the th

chaoce to examine the laner work-ings of early firearns and cross-bows, to see if they can string and draw a longbow (arrows will not be provided) and to question the experts. The demonstration is a trial run for what the education officer, Peter Ilaminond, hopes will be a mach inger of fully 25-27. loned warfare has its own er in the last week of July. Dem-

ightning tours whose idea of a visit to the to rush in, hevo a quick Mong Liss and rush out But the set of the set

Little difficulty will he found in adjusting to the format of the latest in the aeries of Biblo Story Work-carde from R. H. Horton. Birth of the Christian Church provides 36 cards each of which bears a possage from the New English Biblo with an Mustratinn on the roverso with questions to answer. In some cases o crossworl is provided which can be answered from the passage.

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From the booklot which accom-

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Resources

by M. J. Clark

and St Lawrence

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This well-established scries of film-

This well-established series of film-strips has been extended to include seven new titles. Each is supported by a very usoful cassette, uptional for the purchaser. The emphasis is on urbon growth in the first five filmstrips while the others are rather mure regional and varied. All the filmstrips contein excellent calculus the others with a

City growth and rural

settlement in the USA

The method is a thoroughbly ver-

Basic for the numerate?

An Introducion to BASIC lly M. R. Engle

The book begins with FOR . . . NEXT loaps, which reflects the author's intention to gct on with something usoful as quickly as pos-sible.

The early introduction of strings The early introduction of strings is a promising sign, as le a discus-sion on programme structure. This le unfortimately confused with flow-chart structure by missing the point that flowcharts are not only, or even primarily, drawn for the benefit of the original programmer. All the flowcharts and programmes are well structured although it is a pity that BS 40SE, a common exam standard, wasyon followed.

niatical and chapter six introducas arrays. The bubblesort given is aurely too crudo for this level since

Ily M. R. Engle G. Bell and Sons Ltd, York House G Portugal Street, London WC2. E3.75. This bonk is nimed at sixth formors aud collego atudonts, but it is not cloar, whether it is for generol use or for nuthermatically able students. Since it presupposes confidence with numbers its usefulness mey be limitad. An oxample of thie is in the exercises for the LET attemont, whore the reader is asked to evalu-ate tho product and quotient of the book begins with FOR ... This chapter also introduces the

This chapter also introduces the ides of inscring and deleting records using a file simulated by an array. The failuro to sort tho an array. The feiluro to sort tho amendmenta or to produce a new file means that much of the teach-ing value in the exercise bas been missed. Since the example is introduced as real, one is left to speculate on the thungs if the given algorithm had been applied to magnetic tope files.
 The book is well designed and index. However, the programme will produce en error message and

will produce an error me sage and bs 4055, a common exam standard, was not folkowed. Standerd and user defined func-tions are well explained but enyono hnping to write Monte Carlo mothod programmes would he mialed by the statement that the argument for the immaterial and need not eveo be defined. Chapter five is solidly mathe

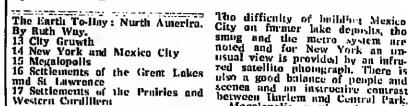


n comparative study of two major world clies in terms of location, site and growth. There are some good growth models for both cities.

A series of slides from Nicholas Hunter Filmstrips covers the subject of photography. Illustrations ahown above are teken from number 1, " History of Early Technicel Evolution" which starts with

cameru obscura and the discover-les of Schulze, Illustrations below are from number 3, "Cameras" which ranges from the simple, popular sort used by ametcurs and holi-

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also a good balance of people and scenes and on instructive contrast between Inriem and Central Park. Megolopolis examines the growth of the super-city from lloston to Woshington particularly the effects of rapid industribution and immi-gratico. The most striking frames ero outstanding paintings and en-gravings by Somuel Gerry and several unknown artists showing either scenes or luside views into mikis end factories. The remoining filmstrips take a nore general view uver wider arcas looking at rand settlements as well as lorger urbon centres such us

Norma in the sentements as well na lorger urbon centres such us Quebec, Montrenl, Chicogo, Chigury, Sait Lako City end Los Angeles. There is a very useful case study of Fort Macleod in 17 which origi-unted in the 1870s as a frontior out-

others are rather mure regional and varied. All the filmstrips contein cxcellent colour photographs with e sound and interesting mixture of sound and interesting mixture of sound and interesting mixture of ramps, prints wideld photographs. Each supporting cassence adds information which is, conveyed in a very comprehensible commentary. The commentator invites participation from students through questions end commenta issuing from the illustrotions on the filmstrip. Cluy Growth traces the evolution of settlements in North America from pre-Columbiao Indon settlements to Chricago. Historical memore attact the influence of the raliroad and outomobile are examined. There is a very initer esting case study of an imaginary settlement—Laboit—Musstading its characteristic growth from trading post to large industrial city. New York and Mexico. City is n comparative study of two major

tailed, background information with edvice on use with senior and junior studeots. The alma of the filmstripe are clearly stated. The series is useful for straight forward regional geography of North America and in American Studios courses; 13 to 17 inclusive could be used alone as a ualt in syste-matic urban geography. Although very varsatile, this package seems most appropriate for Q and A level examination classos. examination

daymakers to those designed for technical purposes, such as re-prographic cemeras which are used in offset litho printing.

used in offset lithe printing. It shows examples of photo journalism and advertising sne pictures taken in space, under water and from the air. There are six sets of sildes with notes, each costing £2.50 plue VAT from Nicholas Hunter Filmstrips, Mut-ton Yurd, 46 Richmond Road, Oxford.

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THE TIMES EDUCATIONAL SUPPLEMENT 21:

Teachers wishing to apply for a post in Scelled advised to sek the Registrar. The General Hos-Council for Scotland (5 Royal Terrace, Edinburgh 5AF) for information about sligibility for registrate

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Exhibitions

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KENT COUNTY COUNCIL COULATION DEPARTMENT

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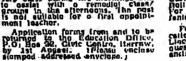
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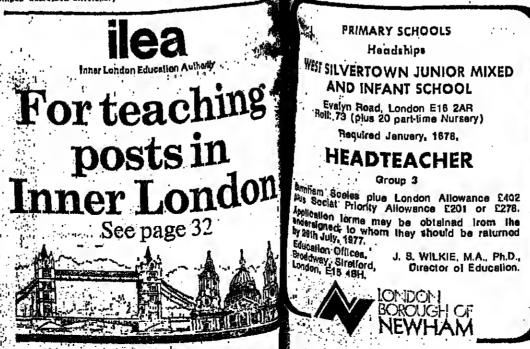
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TIMES ERUCATIONAL SUPPLEMENT 22.7.77

By Subject Classification

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LINCOLN, LOWT ILLDS MIDDLE Iternitatii Scale 1 or 3. 62,697 (\$4,239; \$3,199) to £4,713.

Application form an receipt of sluning addressed ravelogu from the Olvivious friuration tiffrer, 4 Lipdun Hand, Lincoln, 10 whom live slouid ha returned by August

Secondary Education

Deputy Headships Senior Masters/ Mistresses

SUPPOLK COUNTY COUNTER KIAKUSY HHIIT ACHUON, HICONA HII No. on rol, L.2001 HX to 18; Hirdunator, NF U. Jonos, N.A., N.B.

Wannibod for January, 1976, a DEPITTY IMAD'812:0175 MAHTCH IN MIGTHIAR for this Myrel Emiliptementor Relived which serves Houth Lowestern, Tim cruci designation nf ho past will be determined by the incitrate qualition and reject-enco of the successful onni-cent who will join a fissilap somer staff toom within which restonsbuilties or a intertiango

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Remedial Posts

Scale 1 Posts

DEVON DKEHAMPTON SCHOOL Arill Road, Dichampion, Ooven Comprohensive.

Cille H treined in September, a TEA. Application forme (slantrid ad-drossi (snvolapu) fron Headuaster, roturnable to htto within 14 days,

NBWIIAAI I London Rorough ufi ROKENY BIGHDOL Pichford Bireel, Landon E13 JAZ Itali, 1,101 Boys Intinding 75 In Bishi formi

lirsd Tearlier, Mr. J. Dougan, R.A., L.B. Itenstred Boptember, 1977, for one terni: Two onsilined TEALLIENS. Scole 1, proferality: offering English and Molinepolics for remedial crosps, but other sationt nreas would bo tonsidered.

Burnisan Srains pius London oliowayta, Cara pius Jocial priority silowayte Elili or E376. Anticollon fores and further de-talls may be ublained from the light Tearner stell: UI-D34 \$2461. Applications should be returned to

OLDHAM Meiroughan Dorouge eft rolicathin Lommittee UE:Igdial Teachtin regulied.

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By Subject Classification

Art and Desian

Scale 1 Posts DERBYSILLRE

THE WILLIAM ALLIPP SCHOOL Ney ball Prior DELL HIL. ALL Scale 11. A TEALURING ARE IS required in famouty, 1970, or earlier II pros-line, in this considering on a fund-ritition of unit Students. We re-outer a tracher with a Linewiologo of rothery shifts and of simple fauric putting. Dicase apply direct in the Linad-traster, diving details of qualifica-tions and experience and capting two

The allege religion as no is sub-thient but newly qualified to no re-trong when applications are wel-come.

Licelus date July 31

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Apply by teller in the Head-namer, griing full details—ar-telephane Sedgler 2100 ESSEX

1111, DEANES SCHOOL HEAL J. Star Baws Healt Baak, Berliner SS7 201 Telephone: Rayleigh et al (1)

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Applications to been to the Readmanter of soon as pas-state disting to a reference or realings.

KENT FRUNTY COUNTR FRUNTY COUNTR

London Borough of Sutton **Primary Vacancies from** September 1977 Director of Educolion :

Charles Melville, MA., MEd

All Sainte' C ol E Primery Ochool Rothertield Road, Carshallon Hand Teacher, Mr F. J. Saunders, ACP Telephone 859 4138 The Avenue Primery School Avenue Roed, Selmont, Sutton, Surrey SM2 8JE

SM2 8JE Heed Teacher, Miss K. M. Cookman, LRAM Telephone 842 5138 Beddington Inients' School Croydon Road, Wallington, Sprray Head Teacher, Miss S. Graavalade Telephona 647 7813 Cheam Junior Girls' & Infente' School Sloughton Avenua, Cheani SM3 8PW Head Teacher, Mra M. E. L. Stoker Talephone 844 6055

Cheom Perk Ferm Inlante' School Head Teecher, Mrs M. S. Herrison Telepingna 644 7415 **Oevonshiro** Primary School Devonshire Roed, Sullon Head Teechar, Mr T. C. L. Cunningham FTCL, AGP Telephone 643 1174 Dorchester Primery School Dorchester Roed, Worcester Park Haad Teacher, Mre G. M. Rey Telephone 330 1144

Foresiers Primory School Rediord Avenue/Harmes Way, Wellington, Surrey Deputy Heed Teacher, Mr W. E. Fuller Telephone 666 6610 **Glestonbury Junior School** Herliend Rosd, Morden Head Taechar, Mrs M. I. Meineck alephone 644 6722

Green Wrythe Junior School Green Wrythe Lene, Cerebelton Heed Teacher, Mr A. Wanman, ACP, DipEd Telephone 646 4816

Hackbridge inlants¹ School Hackbridge Roed, Weilington Héad Teecher, Mise J. A. Rsife Telephone 647 4805 ...

Menor Perk Primery School Greyhound Road, Sutton Head Teacher, Mr E. Williems Telaphone 642,0144 Weetbourne Junior School Anion Creacant, Collingwood Roed, Sullon Head Teacher, Mr H. Ruesell Telephone 844 8453 The Grove, Carshallon, Surrey SM5 3AL

Teacher required in the infante Department Prelarence will be given to a planiet who la communicant member of the Church of England. Scale t

Intent Teacher required, planiet, and an interast in teaching reading and art and crait if poesible. Scele 1.

Inlent Teacher required for this opan-plan integrated day school with varilcal group-ing. Scele 1.

Teacher required for second year Junior Class. Qualifications in music and swimming an advanlage. Scela 2 post could be pliered to euitable applicent. Teecher required to take racepilon cless Music en edvanlage. Scale 1.

Teecher required for top-yeer intente. Must be willing to work an integrated dey. Scele

Teecher required for first-year Junior Clase. Scele 1.

Teecher required for Juniors. An Intereal In gamee and physical education (particu-larly lootbell), Poet above Scale 1 lor suitable cendidate.

Teecher required for Middle Inlanie. Muet be prepered to work in an open-plan eluta-tion. An ebility to teech music would be en edvanlaga. Scele 1.

Experienced inlents' Teacher required for Ihia open-plen integrated day school with vertical grouping. Scale 2 post evallable for suiteble cendidele.

Class teachar required for linst-year Junior Eesentiel that the leecher appointed should have e good understanding of the taching of language and methamatics. The appoint-mani also includes ecope to develop music throughout the school. A planist and/or guitariet preferred. Scale 2 poal evaluate for a suitably qualified and axperianced appointed. candidele.

Teecher required to work in a teem of six teachere serving five classes in the line and second years of the school. The post involves about helf ramedial work with indi-viduele end amail groups, end the raman-der teaching clesses for music (although it might be possible or necessary to subelitute general subjects for the music elem-ant). Scale 2 poel available for a suitably qualitied and experienced cendidate.

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Taaohar required to teka e clese of firstbe expected to work as a member of a of elx teachers eerving five classe In the lirat and second years of the school. Scele 1.

Required for Ceptamber or Januery, an experienced Cleas Teecher (Inlanta), with a sociolel Inlerest in mathematica and music. Scele 2 pool, evellable for euitable epplicent.

Teepher required for Remediel Cless. An Interest in gemea end/or music would be an adventege. Scela 1.

Teacher required for Ihird-year Juniors. Willing and able to organize aclance (Nul-tield 5 to 13), and melhemalics in the School. This is a new semi-open plan building with good facilities for Science. Possibility of a Scele 2 post for an exper-ienced excellent with good succellent ienced leecher with good quelifications. MGfimoli

Applications in the livel instance to the Head Teacher of the School concerned.

PARTORN GRASSIAD SCIDDO (ALTERTINUE GUARTIAN SCIENCE), (Louised LAT Structure (LATER), (Louised LAT Structure); LINETY a further that the second and Norskows for the transfer of the second structure of the second (MI-time TEALING for the LEAS of the transfer the transfer of the second transfer to wate in Att towards and the second structure of the second transfer of the second structure of the second structure of the second transfer of the second structure of the second structure of the second structure transfer of the second structure of the second structure of the second structure transfer of the second structure of the second structure of the second structure transfer of the second structure of the second structure of the second structure transfer of the second structure of the second structure of the second structure transfer of the second structure of the structure of the second structure transfer of the second structure of the of the sec

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SECONDARY Art and Design continued

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NORTHAMPTONSILIRE DIG IL VILLON SCHOOL FOR w lload, Northampton NNL

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Classics

Scale 1 Posts

UCKINGHAMSHIRE DIVISION DIVISION DIVISION ILL.R MILH BEITOOL MILMITTAINE HOLD, ISSOCRETING ITPS diverse protection in the second seco illections, with full curriculum and manys and addrotees of redente mattoos, plus stamped seed carringo, to the fload se as possible.

Scale 2 and above WARWICKSHIRE NA LON HIGH SCHOOL Myton Road, Rarwith CATA APJ (1,140 na roll, 12 to 10 co-editational comprohensiva) Sequired Soptember TEA-CHER for ALMMEDICE Brain aluderila now considering hom aluderila now considering hom course and from well experi-oecred reacher). For well Super-fied experionence lack for courses a may be considered and Account and Commerce well existilated to C.B.E. and I.S.A. lavel. Application form and further details available from the licad et the school (S.A.E. please).

Scala 1 Posts

Other Posts on

ESSEX THYLINS SELFOL effail 1,500 -Graylinns, Rasildon Tol. ; Hasildon 2011 COMMERCE Required September, a parti-lina 11.ACIII.14 for SITORI-II.MO TIVIX.IITTRVG and cititrit Pillari.U.G. London Ivanjo Allowance of £150 per annum poyabla.

Piaces sivily to the school by failer, enclusing two slauped, addressed ebvoloped ifor arknowledgement of recent and notification of results of application.

EDUCATION COMMITTEE

The Borough is within easy access of Central London and bordered by Epping Forest.

Primary School Vacancies September 1977

DAVIES INFANTS' SCHOOL

Device Lane, London, E11 3DR. Heed Teecher: Mrs. D. Pusey. SCALE 1-Qualified Nursery Teecher. (Nursery training essential). Social Priority Allowance peyeble. SYBOURN INFANTS' SCHOOL

Sybourn Street, E17. Heed Teecher : Mies E. M. McGowan. SCALE 1 POSTS :

fnient Toachar. Ability to play plano an edvantage. Experienced Infant Teacher with respon-

sbillity for music. Expananced Infant Teecher with responability for library/vieuel aide.

HENRY MAYNARD JUNIOR SCHOOL Addison Roed, E.17, ...

Head Teecher: Mr. G. Finlay. SCALE 1-Quelified Teacher able to olfer muelo or French and gamee for this lerge. open plen school. Social Priority Allowance payable.

CHINGFORD HALL PRIMARY SCHOOL Silver Birch Avenue, Chingford, E.4 Head Teecher: Mr. J. Smith TWO TEACHERS FOR JUNIDRS—SCALE 2 POSTS evellable for eultable appliconts.

Ability to help with Girle' genues or play the pisno would be an advantage. Social Priority Allowance payable.

CHINGFORD C. OF E. JUNIOR SCHOOL

i Ch

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Cambridge Roed, London, E4 78P. Heod Teachoer : Miss P. Palk.

SCALE 1-Tescher for lower juniora lo work in close liaison with intents' school. SCALE 1-Teacher for group work with alow lesmere in Upper schopi, SCALE 1.....(1 year schopi, SCALE 1.....(1 year schopi, secondment) - Qualified, experienced Teacher lor Upper Juniore, interest in Boye Gemes an sdyanlage. WOODSIDE JUNIOR SCHOOL

Wood Sireet, E:17. Head Teacher: Mra. E. Child. SCALE 1-Temporary 1 year apodiniment (due to economent di oresant post holder) to leke second year cless and

Sover Gamee. Societ Priority Allowance payable.

London Allowance £297 payeble, Application lorma (enclose s.a.e.) oblain-sble from and returnable to the Chief

DOWNSELL INFANT AND JUNIOR SCHOOL

Downsell Road, E.16. SCALE 1-An experienced Teacher to be responsible for e nutture group of children requiring epaciel heig. The feecher will be required to work in the intent and Junior School, Social Priority Allowence payeble.

DOWNSELL INFANTS' SCHOOL Head Teecher : Mra. S. Braysher. SCALE 1-Quelified Nursery Teecher

(Nursery training eccential). Social Priority Allowence psyable. ROGER ASCHAM JUNIOR SCHOOL

Wigton Roed, E.17. Head Teacher : Mr. E. D. Speed. SCALE 1 PDST-Quelified feacher' raguired to cover tempotery vacency dua to lesve,

DOWNSELL JUNIOR SCHOOL

Downsell Road, E.15. Head Teacher : Mr. G. O. Davies, SCALE 1 POSTS : Teacher tor second or third year Juniors.

Ability in muelc an adventege. Tescher for Lower Juniora. Social Priority Allowence payeble.

DAWLISH PRIMARY SCHOOL Jasse Road, E.10.

Heed Teachar : Mre. M. S. Cox. Teachet with good Junior experience for new open plan achool. Scale 2 post evail-eble tot aultable applicani.

OAKHILL PRIMARY SCHOOL Alders Avenue, Woodford Green, Head Teachar : Mr. J. R. Thome. SCALE 1 POST-Qualified Teacher

Juniore. SOUTH GROVE PRIMARY SCHOOL od Road, E.

Head Teecher ; Mr. M. W. Cook. SCALE 1 PDST-Experisnoed Teecher lor Juniors. Social Pulority Allowance peyeble.

LONGSHAW PRIMARY SCHOOL

Longshaw Roed, E.4. Head Tescher: Mr. T. Shepherd. SCALE 1 PDSTS-Two qualified leechars required to cover temporary vecencies due to maternity feeve. Social Priority Allowence payabla.

Educellon Officer, Municipal Offices, High Roed Leyton, London E19 SQJ. Closing date ; 6th August, 1977.

Forest

London Boroughof -

Waltham,

CITY OF MANCHESTER EDUCATION CONSULT: LONETURE: COLLEGE FOR **Commercial Subjects**

LOUBLIG II I LOUDDATE TOU URDET Ness Lane, Halms particular in ACHILR of CONVILIED, and SLORLIAH-The JUNE To Irach Olike The JUNE To Irach Olike Conce Coll and Match. Application forms and fur-ther particulars can be addinged from the licat of the School by whom they should be returned 85 3000 as possible.

REDBRIDGE REDBHIDGIE iLondes Gorauch df, of Redbridge Rus Losdon borouch of Redbridge so picosani residential area in aorth-rea: Losdon. wills access to Central London acc Esses coustryside. Losdon acc alton with logat for house nucchase and invents removal and resolute other London allowance is abable. The number of full-time Thora is o number of full-time washcies for autaby qualities Tracritise of Colling Rule 1986 Tracritise of Colling Rule 1986 Sector in the borough's secondary

schools. Further divisit are svallable from the Ohic Education Officer, Sducation Office cost of the officer, 253/2510 when appusations by instruction of the sort is soon as costilia giving ricials of ago, chin-costilia giving ricials of ago, chin-costilia giving ricials of ago, chin-onco boother will the names of two preferes.

CITY DE SALFORD ENUEATION GEL'ANTINENT THE CHINECH OF ENOLANT NorthReal Road, Ecclea NorthReal Road, Ecclea (11-16 mysol competohansiva) Required from 31st Aufust, TEACHES-TYPEWINITING, BIODITIAN) and CLO-OTAPHY. Rola 1 Chieffal Shiniallos courses well established. Small school sof in picesunt surroundings. Phone ice annication in the phone ice annication line lead further double line lead further double in counder. splications should us creuned as acono os mostio.

Melropolitan Borough of A COUCATION COMMITTEE COMEBUIC SCIENCE TEACHER ra-Domestic Subjects Bee moin disuisy advertisement Heads of Department

OLDHAN

Economics

LONDON, N.W.1

Icadmenter, Nr. L. O. A.Sc. (Hone), F.I.N.A. IEAO OF BEONOMICS DEPARTMENT

Full details and cuericalium to Mr. Nelion Rubbu, F.G. Hosorary Correspondent. J. Comprehensive Sciencel, 176 den Boad Irorner of Ton Aveutab, London, N.W.1.

SCAPORD HCAD OCHOOL Required from Baplember lor one iora, iomonury FACHLR of CCA-NOMICE for work to O.C.E. '. O', ond '.A.' isyot signdarks logchrer with some CEDORAPHY or IIIS-TORY.

Apply by lellar to the llaad-orasior, Scalord Head School, Arundol Read, Scalord,

(Motropolitisn Berough al) EDUCATION COMMITTEE ECONOMICS TEACLIL:R renulrad.

Scale 1 Posts

EAST SUSSEX

OLDHAM

STAFFORDSMIRE

STAFFORDSHIRE FRINALON CONVINTITI THE WOODHOUSE SCHOOL HUNDED ACOULD AND AND TAINWATH B77 3JH LICHE TAUG SEPTEMBER IN THE STATE JUNE TAUG HUNDER TO AND AND AND AND HUNDER TO AND AND AND HUNDER STATE AND AND AND HUNDER STATE HU Further particulars and applica-Uon lotate oblight from and re-Jurnable 10 the licedrester (8.A.E.).

Other Posts on

Scele 2 and abovs UCKINGHAMSHIRE

BLACONSFIELD/CHIL/TEIIN ALDERBOURNE COUNTY ALDERBOURNE COUNTY BECONDARY BGIODL Old Nill Sold, Donham. Ileau, T. Vadu Ileau Ileau Chilling Secondary school. Kod Will Concern work an oddialist Value and Secondary school. Hold Will Concern work an oddialist Into secondary school. Hold Will Concern work an oddialist Into secondary school Hold Will Concern work an oddialist Into secondary school for the Distance of Sido Second Into Secondary Ileau Into Secondary Ileau Into Secondary Ileau Ileau Ileau Ileau Ileau Ileau Into Secondary Ileau Applications with Juli currica-lum vitat and namos call addresars of ive raforce to the Head as yoon as results.

LIVERPODL

ARCHOISHOP WIIDESIO S.C. SECONDAILY MIXEL BOCIAL PRIDRITY SCHOP SHEGALAR BIRGEL LIVERDOD LG 895

Required for October, ASSIGTANT for LIOME ECO-NOMICE and OCNEILAL SUB-JECTS, Brain 2, Form and Jotalls obtain-able from (S.A.G.) and ro-lurnable to the fload freecher. State other suitlette offered and quote reference number 445(b).

Scele 1 Posts

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Candidston should onnly by loller to the Head of the School within soven days giving and, present post, qualitiestican, organistic anti refor-unces, puppenty B.A.G. for renty.

CAMBRIDGESHIRE HUNTINGOON AREA ST. PETEN'S SCHOOL

amprohessive, Cooducational (500 ga roll) Cadingalor, W. O. Thomas,

(1.500 on roll) [Ir3digastor, W. O. Thonios, SPC(1.KLiAT (Boals 1) required to Losch NEEO(LEWOHR from Auto-ambor Lat, 1977, in this 11 to 18 Comportnessive School, The sub-lect is taught to C.S.E., Or, T.E.E. and A. ' lovals. It is honed to append a previou who will participate willy in the Bre of the Design Despendent. Please while to the londynator siving curriculum what as the pumps of lwo referees.

OEVDN PHOLIC SECONDARY SCHOOL

Pilalic Scondary Scitool For Oired Ecours Birgol, Plynouth Baiccive; Di4 on roll; Required for a lestonary appoint-ment for the assomic year com-moning is: Boptomber. 1V77 a newlifed TCALIER of COCKET to back the subject to "O" level and on Alling the and to gearing during the year and the woods matematic subject to a during the during the year and the year and exportenced candidate. And feation

Application forms fatanpod oddrosaed envolopa i from the Hoad-mistores, roturnsbio to hor within 13 days.

OEVDN PLYMSTOCK. BCHOOL Church Road, Phymolock, Trymouth Church Road, Phymolock, Trymouth Comprohenelyo, co.odus allohal.

Chilten Road, Frymsider, Inprovement 1 Comprohensive, cerodus allonal, 2.000 on roll/ Rasulted for September, or as soon us possible intrastitor, a TEACIER und Cover Policy Coversion of Cover Policy Coversion of Cover Policy Coversion Ordinary lavels, Scale 1, the chard Ordinary lavels, Scale 1, the chard of the coversion spectalist accommodation, Apply by foiltre to find Headmashee all in school, qualing two ecforces.

ESSEX

COUNTY WIGH SCHOOL to 18 Co-aquicationa Catuprotensivo) Audioy End. (toru, Bafron Wolden, Tel.) 27665

HOMA ECONOMICS

HOMA ECONOMICS Required for "Schember, order of possible" or January: tree and the schember, order of the schember of the order-out into for a schember of the order-out into for a schember of the order-out into for a schember of the order-test of the schember of the order-out schember of the schember of the contract of the schember of the schember play large fail for a schember of the schember the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the Heading as a schember of the schember of the schember of the Heading as a schember of the schember of

GLOUCESTERSHIRE DENMARK SOAO HIGH ACHOOL

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BUCKINGHAMSHIRE

THE TIMES EDUCATIONAL SUPPLEMENT

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IIEAO OF SICNOMICS DEPARTMENT Applications invited irom suitably qualified and experienced persons for ine position of the sic of inomics Desartmore as a sic or Bentomber, 1971 of a sic of in-possible increation as inits sight-form purpose school. Largo Sixifi Padad suitable in modern Bitli-form Padad Suitable in modern Bitli-form Purpose to school. Largo Sixifi Puthense. The Ooperincell has coursed is Cronomics, Law, Becta-logy, and Government and Poli-tical Biudles.

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introlles forms ablainable in Olrociar of Education, Bax AS, Padrabon Ilausa, Centre, Ilailas III,1 1347 the inturned to the Ilaud ar by ord August, 1977. OLINTY CONDATION Ouconaway, Ring'a Las w ilioli, 1.2800, Regulard for September of Jas wary, 1978, Scale 2.-ENGLiSH. apport (City of) AX BUILDOL.

Application forme details may only be aending a atampes sed one to the flead at the DXFDRDSHIRE

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plicetione ere invited from suifably qualited a chers for the following posts in the Authority with All poete ers Scele 1 unless otherwise epicit

Deputy Headship

Aldermen Devies Church in Weiss Junior, Nath Thia le e GROUP 5 Voluntary Aided School with mixed pupil enrolment of 210 in the age range hi years. (Poet Rof. 5VADJ/1.14.77).

Secondary Schools

MATHEMATICS/TECHNICAL DRAWING Dichle Compreheneive, Gower Road, Skelly, Same (2,132 on roll) (Age Range 11-16) with BOYS' GAUE. (Poet Rel. 151/2,14,77) (Re-advartisamani).

REMEDIAL EDUCATION Cwmtawe Comprehensivs, Ponferdsws, Swanses (Mixed) (1,930 on roll) (Ags Range 11-18) (Pr Ref. 4S13/3.14.77).

Primary Schools

P.E./GAMES (SDYS)

Special Schools

appropriate post reterence.

CLOSING DATE

District 3 (Gorasinon District) INFANTS Gendros Intenis, Armina Roed, Floresfisch, Swanth

(142 on rolf) (Age Ranga 6-7) (Post Ref. DieTRich 3/P22/4.14.77).

JUNIOR Pontybranin Primary, Kingebridgs, Gorselnon (Misse (Age Range 3-11) to essist with Rugby and Gan-(Post Rel. DISTRICT 3/P23/5.14.77).

Penliargast Primary, Penliargast, Swanaer (Mais)

(299 on roll) (Age Range 3-11) able to assiat with /http://with Music (Post Ret. DISTRICT 3/P24/6.14.17).

Briton Ferry E.S.N.(S) Speciel, Ynysmaerdy Reid, Neath

Briton Ferry E.S.N.(S) Speciel, Ynysmaero, Nesth (MXED) (43 on rolf) (Age Ranga 5-16 plua). To be (MXED) (43 on rolf) (Age Ranga 5-16 plua). To be responsible for a class in the 11 to 13 ege ranga. The successful candidate should be able to develop HANDICRAFTS, P.E. and GAMES, for boys, throughed HANDICRAFTS, P.E. and GAMES, for boys, throughed the school. The successful candidate should stell possess a Diploma in Special Education or aquivalent possess a Diploma in Special Education or aquivalent possess a Diploma in Special Education or aquivalent (Poel Ref. DSP2/7.14.77).

The closing data for the receipt of completed apply Non forms is FRIDAY, Sth AUGUET, 1977. John Baele, Director of Education, Education Dep Mont, Princess House, Princeaa Wey, SWANSEA.

THE TIMES EDUCATIONAL SUPPLEMENT 22.7.77



CONDARY

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HOLLY LODOS NIPATHENSIVE (GURLS) OUCODE DAYS LINGTHON LIS GAR

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LDUCATION COMMITTEE

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Geography

Scala 1 Posts

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> ESSEX TRYERNS SEROOL (ItoN; 1,000) Craylands, Nasildan 7d: Hasildan 25111 OCOORAPHY

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DLDHAM (Malrawilling Borough of) EDUCATION COMMITTERS UCOMAPITY TEACHER required

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CATILEORAL ITIGIL BOHOOL Aphileations are invited for the following posts vacant from aristember 1, 1977, of the story-meanloned school which while be nowly represented from that dain us o Noman Lathouto t, to 16 inits of comprehension school, Qualification of cos di-ginios should include the Cothetic Topothers' Certificato, the control of the school of the Cothetic Topothers' Certificato, Protes Boales plus London man alos plus Bociel Priorily man 201 or 2176. lorms may be ob-lind Toachar (Tol.) to whem ling should solt July, 1977.

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MOOLITAN BOROUGH OF STOCKPORT

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Polication forms from the Director of Education, Town and Stockport (quoting reference) and return to the readisacher by the 29th July, 1977.

History Heads of Department

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WARWICKSHIRE LUWION LAND, HUDDY

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EDUCATION DEPARTMENT MADETONE DIVISION THE ABTOR OF HEVER BCHOOL school with comprohensive School with comprohensive T School, C.B.C., informal T School, O '' lovel courses, I Hot Law G. 2-1 unit of the courses. A contactions invited from wais of if AD of the MATHEMATICS DEFASTMENT iScalo 3 of 4 depending upon as portion of the more school ond someofore with imagina-tive lusir, organizing post in prov-school ond someofore with imagina-tive lusir, organizing bolily and to a discipling to boling a someoform ti will be not some to the someoform is will be modules in her to asson-tive of the Kant Matha project: Applications with curriculum right by bolicer to the Headmanor 16.A.E. I.

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> WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE

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adalatani teechar Mathe/Science (Biology) ng Com Scele I. In Methematics the S.M.P. Course is lollowed. Nulfield Science is teught in tha Lower School, with apectatial subjects harestia

Willenhaff Comprehensive School Furzebenk Wey, Willenhall WV12 480. el. Willer hall 61221

Tel. Wittenhall 61221 Mixed roll 1,286, 11 to 19 years Required tor Septembar 1977. Supply taacher of Home Economics for the Autumn Term only. Candidates should be quellified tecohers with st least one year's techning expariance. Preference will be given to epplicante with the ability to teach C.S.E. Child Cate in addition to Home Economics to both hows and olds of all to both boys and girls at evele.

plications for the above menlioned posts should be made by letter to the Head Tee-cher of the school concerned, giving the nemee and eddreases of two referses

RIMARY, SCHOOL New Invention Intent Bohool Cennock Road, New Invention, Willenhall

Group 5 HEAD TEACHER et the above 2-form entry

Application forms and turther datalla obtainable from Director of Education, Edu-cation Department, Ctvic Centre, Derwell Streat, Wajsell WSt 1DQ, to whom they ehould be returned.

SPECIAL SCHDDLS

SPECIAL SCHDDLS Daw Erd School Floyds Lana, Rushall, Welaali Required for September or Januery. (1) Scala 1 post. Generel aubjacts and to specielise in Art/Pollery. (2) Scale 1 post. Generel subjacts and to apacialize in Home Economics—Scala 2 post may be offered to a euitable candidate. Consideration will be given to taschers seeking lamporery appointment. Two modarn self-conteined bed-sitters evaluable. evellable. Apply by letter to the Head Teecher, giving names and addrasses of two reterees.

EDUCATION SERVICES FOR HEARING-IMPAIRED CHILDREN Rendverflagment

Bequired in September, 1977, for the ace-demic year 1977-78 only, a qualified tea-char of the deal to work in the unit for Hearing-Impeired children of eecondary school ege at the Frank F. Herriaon Com-prehensive School, Leemora.

Lettera ol application (including curricutum vilae and full detaita of quefilications and present post) to be submitted to the Direc-tor of Education, Education Department, Civio Centre, Darwell Street, Weisell WS1 1DQ, as soon as possible.

REMEDIAL AND LANGUAGE SERVICE Required for Septembar, 1977, or as soon as possible thereafter.

Member of a peripsiello learn of teachers involved in the education of children with inguistic difficulties. Scale 2 post and car allowence/bus farse.

The teacher will have to be eble to work in close co-operation with cleasroom tas-chars and/or ameli withdrawal groups. Per-sonat qualities that indicate an ability to work tlexibly in a variety of ellustions are considered essential for the post. Relevant exparience in the teaching of English as a second language and/or tinguistic developments of indigenous children essen-tial. tial.

Apply by letter to the Director of Education, Education Departmani, Civio Cenire, Der-well Street, Walaell WS1 1DQ, giving the nemes and addresses of two referess.

HARDSN DEVELOPMENT UNIT

Required as soon as possible. Teschar (Scala 2 plus epecial clees

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The unit eheres a campus with the Harden Junior end Intent Schools, and takes children Irom neighbouring primary schoola for s one term intenelve tuition course in

tor a one term inteneive tuition course in raading/languege skille. It ta expocted that the successful applicant will heve substantist experience in The teaching of reading and would ideally poaseae additional edvanced qualifications. Apply by letter to the Director of Educa-tion, Education Department, Civic Canire, Darwall Street, Wataall WS1 1DD, giving the names end addreeses of two relarasa.

Application forms and further perticulars evaluable from Senior Area Education Officer, Education Diffices, Touthill Close, City Roed, Peterborough PE1 10J, to whom they should be returned by 19th August, 1977.

Cambridgeshire

March Ares

Neale Wade School

Wimblington Road, March, Cambs.

Headship

Group 9

(School roll approximately 380, 6th form too,

Applications are invited for the Headship of this

Voluntary Controlled School. Curticulum based on single 'O' end 'A' lavel courses. Excellent record of Oxford and Cambridge entrance.

Re-advertisement : previous applicants will be

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31

MID GLAMORGAN COUNTY COUNCIL Talf Ely District

> NEWMAN ROMAN CATHOLIC COMPREHENSIVE SCHOOL.

DYNEA, PONTYPRIDD

Required for September, 1977 : Qustified teacher in

school. Scele 1.

Required for January, 1978 :

A Street Street

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HOME ECONOMICS to specialise in the teeching of Cookery throughout the

Forms of epplication, obtainable from the undersigned on

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to the Correspondent Governor, The Very Raverand Father,

P. Dely, St. Dylrig'e Preabytery, Broedwey, Pontypridd,

District Education Office, "The Grange", Tylica Road,

RDNALD FORLIN, Diatriof Education Diffeer.

Mid Glemorgen, by FRIDAY, 5th AUGUST, 1977.

PDNTYPRIDD, CF37 2DD, Mid Glemorgen.

Scale 1 Posts

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OUCATION COMMITTEE NESLYN HAY HIGH SCHOOL Indon Roud, Chesiyn Hay

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(Scale 1): Application forms oblainable from and returnable to Uso Hissa Teacher, c/o Chaso Teachers' Contro. 11'9 Walash Rosd, Gannock

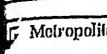
(London Gorough of) EDUCATION COMMITTEE The Gorough is within easy access of Central London and bordered hy Epping Porost, London addition to misry payable. Required for Boptember, 1977 r CHINOFORD GENION HIUH

ive, London EL 7LT Mr. D. R. Taylor.

STAFFORDSHIRE

WALTHAM FOREST





EDUCATION DEPARTMENT SPECIAL

Heywood Tutoriol Cantre New Church School, Pine Street, Haywood OL10 1AE.

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Special Full-time. Praparad to join a team of 3 leachers and tUNES, and maintaining close contact with an Edu-cational Psychologist, for e small Tulorial Unit in Herwood, which provides for children of a primary age tange with baheviour problame. Capable of ramadial teaching and of developing an insight into behaviour problems. Agas of childran in the Unit from 4-11 years. Application forms from ond returnable to the Chiat Application forms from ond returnable to the Chiat Education Officer, Education Offices, Municipal Suitcings, Menchester Old Roed, Middleton, Menchester M24 4EA. Closing dets: Monday, 8th

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Religious Education

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SECONDARY SCHOOLS Il Secondary Schools are mixed Comprehensive

1 - 18 SCHOOL SCALE 1-TECHNICAL STUDIES and RH TUNSTALL SCHOOL RH, 1,174), Elwick Road, Harilapool, Clavolend

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Unless otherwise stated all mosts are available from September, with spplication forms, together with further particulars are estamble of freed of the school fu whum they should be returned by sh Audi,

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MALE-MODERN LANGUAGES

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ALE I-RELIGIOUS EDUCATION Magaganth School (Roll 921), Martine Lana, Stocklon, Cleveland TS18 3LQ Machine 47528.) Med for September, 1977, a teacher for RE

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Headmaoler, Mr. P. N. 14900. M.A. 6. Drucs TRACHER is re-MATHEMATICA B.M.P. Mohemenice Division of a the isrge mixed com-pression series is resemixed com-pression series and the stress mixed com-traction of the stress mixed com-ha Chief Education officer. Municipal Offices, High Rord, Ley-ion, London, 6.10, on recipit of stressed starssod crivelons. HILLINGIDEN Longon Gorguen of ARGOTSFILLD SCHOOL Cillion Gerione, Hillingdon, Middlessex UI310, OCX (Nambor on rol 1.006, 90 in Required for Boptember, 1977, part-time TEACIIGH for MATILEMATICS to work in a prograssive depart-ment. Level of work and times are nage-tuble. Please apply by letter to the Head Teschor at the school. London Allowance Payable. WARWICKSHIRE STRATFORO UPON AVON HIGH CHOGL Alceter Rod. Official of the Avon (1,420 on roll, sixth form 110) (London Gerough of) VYNERS CCHOOL Warsan Rosd, Ickenham, Middissen 1310 BAB (Number on roll 883, 193 in sixth form) Required Seriember MATHF. MATICS DBECIALIET. Methe-matics is efor-setted in eli-rests. Suitable for oxperioncoli teschers oc woll qualified gradn-alss commencing their chretes. Application form and further details from the Head, care of Bouthers Ares Education Office. Community Offices. Alsocier Reed, Biralfard Upon Avon 18.A.B., Diessol. (Number on toll 883, 123 in sixin form) Head Teacher, O. G. Bast, M.A. A part tima MATHEMATICS TEA. CHER (sp to 0.5) is roquinod the gentember or sa sond as and in the same of the sond as a final distance of the sond as a final distance of the sond as a final distance of the sond as a sond in the same sond as a sond as a sond there is a upsatibility of sonto Sixin Form work for a fulleblo spplicent but ability to take clinaces at this is work for the appoint-ment.

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Other Posts on

Cityof

SCALE 3

Manchester

Education Committee

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Scale 2 and above

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LIVERPOOL BT, MARGANET'B C.E. HIGH BCHOOL Road, Liverpool LL7 GAB Required for September in this voluntery sided school of A70 bay with DLD in the Stath Form: CHAPUT IN IN JUST MATHE MATCH IO ". A. JASCI MATHE MATCH IO ". Constant And Restored two reformes to the Hend-Phallor".

COUNTY COUNCIL EDUCATION DEPARTMENT GAYWOOD PARK BECONDADY

CHOOL 1,760 mixedi Jueen Mary Road, King's Lynt, Yorlois, Jonikiod for September, Sche J.—SAATHEMATICS, Anniketten forma and fusi

NORTHAMPTONSHIRE

NORTHAMPTONSHIRE COUNTY COUNCIL Herching Head, Weilingborough NNG Sig Berching Head, Weilingborough NNG Sig Berne II required for Sonernbor 1977 se teach ei this Nor form Frage teach either the former A filler and the sectoret space the doveloping eich form work. Lettore of explicitions in the formes and Internet of the formes and the formes and Internet of the formes and the formes and Internet of explicitions in the formes and Internet of explicitions in the formes and Internet of explicitions in the formes and Internet of the formes and the formes and the former of the formes and Internet of the former of the former

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SECUNDARY

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SCIENCE

Scale 1 Posts

AVLWIN SCHOOL IS.G. / Southwark Park Hoad. SL16 212, Roll: 1,078, Comprehensiva

Roll: 1,070. Compretensive. Ileadmissions Required for September or 13 800B as possible: Teacher (desis 11, for Dilect throughout fite school. walk Chemistry to "O" local. by Join Uvely and roopereties toan locating in wall-squipped modern lobar-atories. Apoly to the Readmitings as mon at possible. Wat surverty SCHOOL

Headmaster for Beplenius, 1477; Required for Beplenius, 1477; Work in the Upper School. Th teaching would include source bit yar Osceril Science and possible one Geometer Belance and possible

OTHER POSTS

ROOKE SCHOOL II Road. SE3 GEP 01-886 9211

PRIMARY

SCHOOLS

OTHER POSTS

NPANT SCHOOL Beimont Hill SL ADZ Fol: 01-924 6406 Valuatery under Headminterss Required in Secondors: Sadu conditions will be required to sch Main throughout the School pplications in the Headministress st pplications will be Headministress st pplications.

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SPECIAL

EDUCATION

BOARDING SCHOOLS

Poste of Responsibility BORGE RAINEY (DOL.) 1. Landon Road, Bi Leonarda-pa Balarses

tenting pourted for provide and trained with percent monoton in children with percent monotoning Bade 3-183 Host available for Music-or P.B.

DAY SCHOOL

sadmaster equired for Soplembor : ari-lima 1.0) Tonchor. Interest (foorball, swimming and romadial pray, Apply to Headmaster for

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Osceral Science and possibly eccondary Science in the provide the science in the guipped isbarelorize and i well ished learn of louchers and plane.

WALWORTH SCHOOL Shorncliffe Road, S.B.1, Tel.: 01-703 7624 Comprehensive rihool

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CROYDON (Londan Gordugti of) MALINO MANON UIOH SCHOOL Kondra Holl No.d. Bouth Croydon GR2 60T Tel.: O1-661 3141 Tenable 1 34 January, 1978 A United for January, 1978 A United for January, 1978 A United ORADIATE TLAK, IITH 19049 21 to be researching of HELL MAR within the Nindern Lunuaget bouthed would be researching of HELL MAR within the Nindern Lunuaget bouthed would be researching of the Mark within the Nindern Lunuaget bouthed would be researching of the Mark within the Sindern Lunuaget honaive echol. The person are bounded would be researching of the Mark within the Sindern Lunuaget honaive of the researching of the charge of the researching of the school. A small same realling acharge Will a for the school A small same realling and the school of real least 2 with London Ares Allowance. Itersanable removil superases will be reinabursad (details on realines): Pictude and Twicher al low show address as youn as possible,

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OLDHAM (Matropolitan Goroligh of) BDUCATION CONMITTEE MATHEMATICE TEACHER

OUA LADY'S A.O. HIGH BCHOOL (Oroup 11, 8 F.E. mixed compre-hensive school on two elice : Lower Bohool-Iormary Bt. Clerc's A.G. Socondary School, Alwarth Rosd, Higher Bisckley, Menchester, E. Upper Sahool-Iormanty Notra Dame High Bohool, Haywood Strasl, Cheelham, Menchester, B to gpen Saplember, 1977) Heao, Or DEOREAPHY OXFORDSHIRE

DRAYTON SCHOOL

LORETO SIXTH FORM COLLEOE Upper Mose Lens, Huime, Menchesier Mill 8P9 **BOLOBY** leacher in this sixth form obligge recently formed from Loreto Ohool Orant R.C. Girle Gigmmar

Applicants should be well qualified and capablo of teaching up to OOE A level. A Scale 2 post will be evaluate for a suitably qualified and gapenenced applicant, it

Assistance with ramovel expenses gives in opproved could approve approved the series of the series o

Post of Responsibility WOOD LANE SCHOOL Wood Lane London W13 other The UTY 35 School W13 other Rest : Double and bers. 5 to 10 Rest : Double and bers. 5 to 10 warr, ballella, Topcher regulard, for secondary, class, age 18 to 15. Some of the childrop have health problems and many have secolization and serning diffections. Skilled posting is regorned at all lovels in the basic subjects, booster with well-instance activities interest. Skillshie randalus could be considered for Style 2(S). Scale 1 Dest EFTON CLAPHAM PARE (D.S.) SCHOOL

Park Hul, 81-4 4PA andminitross. Bandicraft fancthor required as form possible to Lako Woodwork and folatwork with small groups, sod to o erms of assroom, tearbing, thereas a games, with sonior base would be a downinge.

PARAOON SCHAPL Boarlos Road, Londow, S.E.I. Tol. 01. 705 MS 1 to 18 years Boli, 784 boye 11 to 18 years Tagairod fime k schare. S and 4 for a voil dwelford and aucoseth romedial department, 4 geauing in-

Ron; 1,261, 11 to 181 Comprehen-alve Wanted for explomate, 1977; Tor one year any. The Avent of the year any. The Avent in the state of the state of the constraint of the state of the orier policy for an enhusiasic and one ronic for the state of the one of the state of the state of the state of the one of the state of the one of the state VAUXHALL MANON IS.O.) CilOOL ewa Leno, Losion 6W8 17Q ol.; 01-738 5983 oli: 1.261, 11 to 18; Compreheo-Live Wanted for Seriember, 1977; A part-Line baches of Methomatics (.4), Matthemetics is Laught to mired exhibity ground, with the G.S.L.L.E. project well established in Lower School. Piece phone of write to the Head-mistress: hirs. Anna Jonee, for fur-ther deteile. Visits welcome. MOOERN LANGUAGES

1,261, 11 10 18: Comprehe

MARY SOLD IN THE PARTY

Qualified teachers are invited to apply for the lallowing pasts. Application terms and jurifier positicular acreavailable from the Head of the eshool coocerned unless otherwise

inner Londos Ares Paynisst (£402 por sneum) is addition to

e leid. Innee Londos Ares Paynist (£482 por sneum) le addition to the appropriate Bursham salary scala. Househeid removal expenses may be paid wholly or in peri-to leachers accopiling perimenoni tasshilag pasts with the Autherity whee a charge of roddence is assestial; payment to reachers accopiling perimenoni tasshilag pasts with the Autherity whee a charge of roddence is assestial; payment in transfel ad force is of the tascher and inficie, insurance in transfel ad force is of the tascher and tamount anay be considered to exceptional circumstances. Teachare coming from service with another Autherity may, in ap-proved cases, receive sestites with the legal costs of houses purchase (ap to 2200) and a guest towards the cost of obligatory oxpanditure such as cheege of electris of ans arrites, filled carpets or curlenes as subject to purchase. of lie house with a let in the previous home while new accommediation is obtained in Los dae. This ellowase may be paid for period not exceede a subject to define any be paid for period not exceede a subject to derive any be paid for period not exceede a subject to define new accommediation is obtained in Los dae. This ellowase may be paid for period not exceede a subject to define any be paid for period not exceede a subject the cost of to achoel operiod not exceede a subject to define any be paid for period not exceede a subject the cost of the action of a subject the other white new accommediation is obtained in Los dae. This ellows a subject of a subject to be a subject to

are shown. Applications for posts op to ond factuding Scale 2 should be rasda as soon as possiblo. The closing date for applications for posts above this tavel wilf be 14 days from publication

SECONDARY

GEOGRAPHY

Hgad of Deperiment

ICILAEL'S TO SA ISMI

THEOL PEL Conversion with grow-g feb form. John Pelton Road, sunandery, BELS 4UN, 01.237 6133 Headmistress, Sr. Ann FMA, Bso, The Grinol is within Say reach tendon Birdge Station and quali-of for daily assisted bravel where burght

reaco will be given to prac-oman Catholics so that they oble to fully participalo in intel se woll as pastorel cars

callan form obtainable from tross and should be returned within 7 days of this edvorth

HOME ECONOMICS

Scale 1 Posts

BCBIG FORL WALWORTH BCHOOL Baptrichts Rood, SBL, Thei, 101-703 7624-Compressions a school for 1,980 Units and boye, fleadmaster, Benotred for Saptember 1977-Findporum, part line leacher 10.01 ef Honng Economics to work in the Upper School, the theorem to the School and the Sach year where all pupils lake Hong Economics in mixed groups, and in 401 and 5th years givers Hond Economics forms

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part of an options schemis open to all papies. Here well equipped Home. The school here well equipped Home. Yant Child. Via NoR School BG Yant Lans, Tandata BWS 170 Composition (Children Coll) Roll 1.303. 12-18 comprehensive -----Wanted for one term only ------ferent of the school and Results work to for a well established department of four, pplication formation (The school and the immediate formation (the school and the immediate formation in Hesting and Stra Anne Jords.)

MATHEMATICS

Post of Responsibility

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HOENIX BCHOOL 19 Bow Road, E.S. Tel: 01-500 4740 Roll: 110 boys and girls, 8 to 18;

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NALWOITTH SPHOOL Shorpwills road, S.I., 1 Conrolling road, S.I., 1 Conrolling road, S.I., 1 Conrolling road, S. School for 1,260 Handron at at 1

OTHER POBIS AMABLOT (I. 4 N.) SCHOOL Beduined ush Road, 8.E.10 Required ush Road, 8.E.10 Required ush Road, 8.E.10 Two partime such per wock. Days and isnos can be multiusly evanged, so work clocoly with class loschors in bosic skille in class and group work. A planist is on advantage. The achool adlines the Old Kaul Road. Visits Wolconved. KEYWORTI (I. SCHOOL Values of the School adlines the Old Kaul Road. Visits Wolconved. KEYWORTI (I. SCHOOL Paunco, Streed, SEIT 3718 Tol. 10.7328 4008 Wolcon for mark room school. Visits invited for Act Street 1 Suffwort of Act School Jean Street Street Street School Jean Street Street Street School Jean Street Hasdmaster, Inguiral for Scotembor, 1977: (DA) Devices in the Upper School. The coopting regurned will include a litty year C.S.E. examination group.

NEEDLEWORK

Scele 1 Post BCHOOL (8.0.) * Purk Road, 6816 312 070, comprehensive) equired to deplombse or as soon as posible: Techer for Housecry R with some Bocklowork (sc. 1, Excellent Spockleit accommodation, Apply to fig. lisadmistross as soon as pos-

PHYSICAL EDUCATION

Scale 1 Post UXHALL MANOR (8.0.) ANDSWORTH SCHOOL Hariand Grove, Bouthneids 1.3 01-783 4483. Sould 1.80 bore: 11 to 19 years: Contractioners Sould Told sector London Tring Sould Told sector Jondon Tring Sould Told Sector States of the sector Sec

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ST. VERONICA'S R.C. INTLA SECONDARY ACLOOL Plut Secot. Still 108 Noll: 600. Oble 11 10 19 yearse Machine and

REMEDIAL WORK

Scale 1 Post

Further details and application. forms from the Rosemants. WOODBETHY OOWN SCHOOL WaoHoury Grove. N. 25H Tel.: 01.4500 7413 Required Salemine. 1971 Far June 16 Des and siris, 11 to 19 Forst: Comprehensive. 1971 Far June 16 Des and siris, 11 to 19 Forst: Comprehensive. 1971 Far June 16 Des and siris, 11 to 19 Forst: Comprehensive. 1971 Far June 16 Des and siris, 11 to 19 Forst: Comprehensive. 1971 Far June 16 Des and siris. Far June n Lane, Inglim, SWE 1TQ

Metropolilan Borough of Rochdale

DDLE AND SECONDARY

mory Slusel, Middlelon M24 3TS. Tel.: 061-843 3945

Headication should be by feitor immediately to the Head at the School staling ege, quellications and experience together with the nemes and diesese of two relates. Greenhill High (13-18)

Finge Road, Rochdele. Tel.; Rochdale 31248

For the Art Dapartman1, Scala 1, to teach throughout the school up to Advanced level, Proven ability end experience in stags design and taxine crait to Advanced level essential.

Application forms from and returnable to the Haad at the School. A toolacap S.A.E. please.

County of Cleveland

In Herliepool 81448) In Herliepool 81448) Induited for September, 1877, a teachar for TECHNI-IA STUDIES end ART.

SCALE 1-GENERAL SUBJECTS

T. PETER'S R.C. SCHOOL (Roll 890), Wrmnby Roed, South Bank, Cleveland TS6 65P Winning Roed, South Bank, Cleveland TS6 6SP Win Salon Grange 3482) Waited for September, 1877, a leacher for GENERAL Mutches end with a particular interest in Religious

ilea IIIHER LONGON EQUE A FION AUTHORITY

Secondary Vacancies for September 1977

The Authority would be pleased to receive epplications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:---

Commerce (Office Skills) Resign and Technology Home Economics **Mathematics** Physics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary,

For the appropriate application form pieces write to the Education Officer (TS2), Room 67, The County Hell, London SEI 7PB, staling whether the application is for a first appointment or note or you are wolcome to teleptione 01-633 2101 for further detells.



Unless otherwise exated :-Closing date is furnition days after the approximite of the advertise-

In respect of Headships and Ouplity Huadships in all achools, and other pass, in plinery, muldle and special achools, forms are available from, and returnable to, the Onceton of Education, Depart-nent of Education, Creat George Street, Fred, 181, JAI: here the tableation, their stronge street, treet 181 date but office prosts by eccendary and high schools, application by letter should be made to the beadtacher in the school concerned, giving full detoils and the names of two releves. The prior relevence number should be quoted on all correspondence. Applications requiring econowiedgament and requests for turns and detoils eland be accumpanied by a elimped, addressed envelope.

PRIMARY SCHOOLS SCALE 1 POST

NU.637 MOOR ALLERTON HALL SCHUUL, Hugen Lanc, Leeds LS17 800, Telephoor | Leeds 66311 Headcache: Mas B. Pickles No. no roll: 238: 5-9 years) Required for September 1977: a teacher for a class of 7-8 year nids. Interest in R.P. or Music advantagence.

Scole I veconcice le Roman Catholic Schools effected by

eorganization). applicatione are invited him the inlinving poste it should be noted tet protections will be given to applicants sizedy turching in Roman sholls. Alded sad Romas Catholia Direct Oreat Schools is the ormar Couldy Barough area, i.e., those affected by the reorganisation. Applications for all posts must be made on the official application forms which can be obtained from ead must be refuened to : Vory Rev. Mgr. T. Canon Murpby, Cathedral House, Orast George Street, Leeds LS2 88E. Closing dois 29th July, 1977. The post reference number with the profix R.C. must be quoted to full on all application forms and subsequent correspondence.

DESIGNATED PRIMARY SCHOOLS TEMPORARY (PART-TIME) POST SCALE 1

RC.633 ST. CHARLES JUNIOR SCHOOL, SI. Mary's Street, Lords 9. Telephone 1 Lords 34150 Headmacher : Siste Joneph (No. on roll : 228 : 7-11 years) (No. on roll : 22a : fri restry Roguized for Sopiamber, 1977 : Patt-lime, joinpornty teacher seatons). Special, intront to leaguest development and ramod reading to be taken with grouns on a withdrived being

DESIGNATED MIDDLE SCHOOLS SCALE 1 POST

RC.634 ST. KEVIN'S R.C. SECONOARY SCHOOL, Sarale Road,

RC.634 37. REVEYS files base i Leade 649493 liceditazher: Mr. P. A. Kennedy (No. on roll: 570 boys: 11.16 yosta) Required lor ist September, 1977: Tescher lor MATHEMATICS. Scale 1. This 11-16 boyr socondery achool or boyr and gris sged 9 to 13. Candidates should be conversant with modern methode and approaches, elz. S.M.P., Falches, and corripetent to teach to C.G.R. L.S.E. level. Opportunities will be available to participate to the development of the Mathematics carriertum in anilelphilon of the development of the Mathematics carriertum anilelphilon of the dirst mised comprehensive intekt in September, 1978. Please stella-ulior subject-Science will be especially useful—and satra curricular interview.

DESIGNATED HIGH SCHOOL SCALE 1 POST

RC.591 CAROINAL HEENAN HIGH SCIIOOL, Toogur Lane, Leede LN6 40F, Telephoor i Leeds 751148 Headimeter : Mr. P. McCannack, 8.A.

Headitrocher: Mr. P. McCanneck, S.A. This schuul will be formed in September, 1978, by the emalgemention of St. John Boren Secondary School and St. Thomas Aquinee Gram-nur School into 9 9 fatta entry mixed comprehensive high school for pupils aged 13 to 18 years Required for September, 1977, or Jenuery, 1978, on orthusinstic teacher of BiOI DOY for St. John Brass Secondary School (740 pupils aged 11 to 17) in the first instance.



- FRINGE AREA LONDON ALLOWANCE \$150 p.a. THROUGHOUT THE COUNTY.
- Generous relocation expenses in epproved cases.
- Applicants for appointment to County and Voluntery Controlled Schools (except received teachers) effective tron 1 September 1977 end leter should note the Education Committae's proposal to Issue to Assistant Taechers on Sumhem Scele 1 Contrects to the solvice of the County Council with essign-ment initielly to the school indicated. This will meet that leachers so eppointed may be required to trans-ter to other schools of a letst date.

RESPONSIBILITY COMPREHENSIVE

EFFINGHAM, HOWARD

OF EFFINGHAM SCHOOL

PHYSICS teecher to leach CSE and 'O' laval, Possibility of 'A' level work. Scala 2 for autiable applicent. Telephone Sookham 53694.

SUNBURY, BISHOP WAND C OF E

SECONDARY MATHEMATICS, Head of Ospariment for Januery 1978.

Telaphone Sunbury 87537,

SUNBURY, KENYNGTON MANOR COUNTY SECONDARY

SENIOR TEACHER required to assist in Sanior Menage-mant of this Comprehensive School, Applicent should be an experienced Mathematics tracher who would be expected to heve a mejor teaching commitment. Telephone Sunbury-on-Themas 82410.

E SCALE 1 POSTS

COMPREHENSIVE

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY MUSIC leecher.

MATHEMATICS leacher MATHEMATICS WITH SCIENCE laacher.

FRENCH teachor able to oller additional subject. Telophone Camberloy 04048.

DORKING, THE ASHCOMBE SCHOOL PHYSICS graduata. Telaphone Oorking 86312/5.

EWELL, THE GLYN SCHOOL MATHEMATICS laechar to teach to 'O' and 'A' lavel. Pert-lima considerad. Telephone 01:393 4102.

FARNHAM, HEATH END SCHOOL SCIENCE with some MATHEMATICS teacher, phone Farnham 8588.

> FARNHAM, WEYDON COUNTY SECONDARY

HOME ECONOMICS teechar

Telephone Farnham 25052, FRIMLEY, TOMLINSCOTE SCHOOL ECONOMIC8 leacher. Established 'O' end 'A' level courses. Pleese elete subeldiary subjects. Telephone Cemberley 28760.

GODALMING, BROADWATER COUNTY SECONDARY **RELIGIOUS INSTRUCTION teacher.**

MYTCHETT, ROBERT HAINING"

COUNTY SECONDARY MATHEMATICS taecher. Opportunity to contribute to "new epproaches to teaching " developing in the cohool. 8MP throughout ability range. Telephone Farnborough 44979

SIXTH FORM COLLEGES

ASHFORD COLLEGE · · · · · Two teachers to teach GEOGRAPHY Io 'O' level. Sub-sidiary GEOLOGY an advantoge. Telephone Ashford 52889.

EGHAM, STRODES COLLEGE Full-time (Scale 1) or part-time Tutor for GOVERNMENT end POLITICAL STUDIES or GEOGRAPHY or a combination of both subjacte up to 'A' levet. Telephone Egham 7508/07/08/09.

PURTHER DETAILS AVAILABLE FROM THE HEAO WHERE THE TELEPHONE NUMBER IS SHOWN.

Application forme aveilable on receipt of a elainped, addressed, foolacep envelops from the County Education Officer, County Hell, Kingston upon Themes KT1 2DJ.

(The Authority will not be edvertising avery individual Scale 1 post: but a complete list of all vacancies will be sent on recoipt by the County Education Officer of a stamped, addressed, foolscap envelops)

SECONDARY Modern Languages outinned

CITY OF MANCHESTER LODGATION COMMUTICE

ST. PHYS DIT. HIGH SCHOOL The John eng Beafs 3 TEA-Hall is negutined for Seutomi-ty 1077. Jur Hiss seven form is receive let comprehensive level for boys agred 12-15 are The boys agreed to the level boys agreed to the are the boys agreed to the level boys agreed to the the boys agreed to the the boys agreed to the ter boys agreed to the boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the ter boys agreed to the ter boys agreed to the boys agreed to the boys agreed to the ter boys agreed to the boys agreed to the boys agreed to the term of the boys agreed to the boys agreed to the boys agreed to the term of the boys agreed to the boys agreed to the boys agreed to the term of the boys agreed to the boys agreed to the boys agreed to the term of the boys agreed to the boys agreed to the boys agreed to the term of the boys agreed to the boys agreed to the boys agreed to the term of the boys agreed to the fail/fill, preferably she to ofter Hystakili. Application forms and fur-her flucturation may be ch-latered from the frequencies of signate at 51 - Furth X 1.17. Accounting School Far Doys. Netwithing School Far Doys. Netwithing School Far Doys. Netwithing School Far Doys.

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STAFFORDS(I) RE

WALTHAM FOREST

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Auton: number 16:4 1036 Auton: number 16:4 1036 Auton: number 16:4 1036 Auton: number 16:4 10 Auton: number 16:4 Auton: number 19:4 Auton: n nister school, canidato vouid be proferred rouid uso jesch Lawer School sh. The past would provide sh. and provide sharking for a seen begin-

illor London Altowarce to povblo. Forther details and application forms are evailable from the liest inscher 4 lie arheal, or 5.T.A.P. CITY OF SALFORD

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Credited from 31st August, 1977; TEACHER-OERMAN With obliky to teach to C.S.F. Trade O.C.E., and the level rease state offer sub-jects offerse in addition to Please send 6.A.E. for ap-plication form to the flead Tracher, to whom completed as noon as possible.

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RADCLYFFE SCHOOL

SADDLEWORTH SCHOOL

the charge of a small but highly successful department. Music is aught to built if and its B.C. wels and there is an established used and urchestre. Ability to assist (the anolise analytic, generably

This In a Romon Catholic com-prehensive school for nupruximaloly 600 bora, agril 15 to 18 years. Applications are initial for the following points required for Suptember. I arius and further deinilo obtainable trum (S.A.B. and reinrahite to lice itead Trachers of like Schools. Application forme, ovallable from n fired, should be related by 1995 1.

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Jumhan Scales, plus London Al-owanto £403, plus Social Priority Howanes \$201 or £276.

Application forms may be obtained from the lical Toacher, 17cl.; fil-7G 99111 to whole they tor S.T.A.P.A. should be returned by Volu July, 1977.

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Religious Education

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COUNTY COUNCE.

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CANTLIBUTTY DIVISION

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NORTHAMPTONSHIRE

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Physical Education

Other Poste on Scale 2 end ebove

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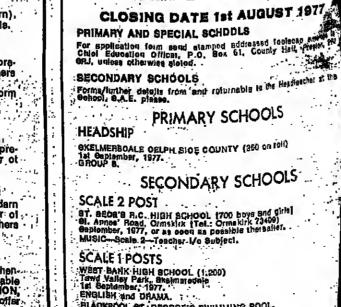
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BLACKROOL OT, OSORGE'S SWIMMING POOL. Cherry Trap Hoad, Blackpool 1st Beptomber, 1977.

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County Council

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Required et this 11-18 mixed comprohensive school of about 1,100 pupils, SCALE 1 tecohere tor following:
1, GERMAN—trained teccher, graduate prstarrad; for part-time poet (0.5) to teach to 'O' lavel and 'A' favel. Language laboratory. Orel epproach assential.
2. GENERAL SUBJECTS—Cendidatas should offar come combination of English, Gaography, Methemetica and Ramsdial, Applications, stating when nuit-ble, with namrs, nuitressis and lattis of two soforees, to the flood descher, Sittry Scondary Reinol, Freilands Late, Westerte, Catter-bury, Kont.

Uppsrmill, Oldham Required si this 11-16 mixed comprehensive echool of about 1,280 pupila, SCALE 1 taschers for following : 1. GEOGRAPHY, RELIGIDUS EDUCATION.

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group and with ability to teach some English in

5. GENERAL SUBJECTS-ability to lason English to

C.S.E. level. ENGLIGH—axamination work to 'A' lavel evelleble for

Required el Ihla 11-18 mixad comprahenaiva school ol about 1,100 pupile, SCALE 1 taacher of HISTORY with soms Geography. Examination work to 'A' lavel sveli-abla to sullable candidate.

eultably qualified coolidate. Social Priority Allowance payable for all poste.

NORTH CHADDERTON SCHOOL

Chadderion Hall Road, Chadderton, Oldham

WOODWORK/METALWORK ability to taach mixed, Crefts and Taohnicel Drawing preistred. GENERAL SCIENCE with some Mathamelics (Modern), Courses to 16 plus," O' lavel and C.S.E. in sli subjects. BLUE COAT SCHOOL

Horsedge Biresi, Oldham

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Required al this 11-16 Church of Englend mixed compre-henalve school of sboul 1,100 pupils, SCALE 1 teachers for temporery engagements of two terms; 1; FRENCH Fronch throughout the soncel sod 5h form Casiman.

2, StOLOGY-up to and including "A" level. CROMPTON HOUSE SCHOOL

CROMPTON HOUSE SCHOOL Rechdele Road, Bhaw, Oldriam Required at this 11-18 Church of England mixed compre-hansive echool of about 740 pupils, SCALE 1 teechar of CRAFT/TECHNICAL, DRAWING. OUR LADY'S R.C. SECONDARY SCHOOL' Vauchan Street, Region, Oldham Required al this Roman Catholic Bacondary Modarn mixed school of about 600 pupile, SCALE 1 teechar of GEOGRAPHY, throughout the school. Catholic Teachers Oarillicele an advenlege.

EDUCATION COMMITTEE for all aspacts of precilcel work and oliara studanta opportunitias to work with a wide variaty of material. The successful candidate must be flexible and edept-Applications are invited for the following poste in

Socondary Schools are invited for the following poste in Socondary Schools available in Saptambar, 1977. Apply by letter in first instance, giving curriculum vitae and iwo releves, to the Direceor of Education, Old Town Hell, Middleton Road, Cheddstion, Oldham OL9 6PP, as econ as possible.

BREEZE HILL SCHOOL

Roabury Avenue, Oldham Raquirsd at this 11-18 mixad comprehensive school of about 1,140 pupile, SCALE 1 teachare for following : 1. MUSIC with GENERAL SUBJECTS. Plesse stats other

subjects offered, . FRENCH—examination work for aultebla candidats, . FRENCH—examination work for aultebla candidats, . MATHEMATICS and GENERAL SCIENCE—work for any second will be required.

mathematics in the upper actool will be required. 4. PHYSICS—temporary post for two terms. Ability teach to 'O' level essential; 'A' lavel desirable. Social priority allowence payable for all posts.

- COUNTHILL SCHOOL
- Counthill Road, Oldhem

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Countrill Hoad, Ordnem Required et this. 11-19 mixed comprehensive school of about 1,420 pupile, BCALE 1 teacher of FRENCH. Ability to teach Garman en seventega, Sociel Priority Allowance. FITTON HILL SCHOOL

Rosary Road, Oldinam Required at this 11-14 mixad comprehensive echool of about 500 pupils, SCALE 1 teacher of WOODWORK/ METALWORK. Social Priority Allowance psysbia. FAILSWORTH SCHOOL

Briarley Avanue, Faileworth, near Manchester Required ei this 11-16 mixed comprehensive school of about 1,300 pupile, SCALE 1 teachers for follewing : 1. DOMESTIC SCIENCE/NEEDLEWORK.

2. MATHEMATICS temporary posi for one lerm. to leach to 'O' level essential.

METALWORK.
 MUSIC. Ability to olfer Franch or other subjects in Lower School an adventage.

GRANGE SCHOOL

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HATHERSHAW SCHOOL

NAINCHARTAN CONVA Solifisid Avenue, Oldham Required si this 14-18 mixed comprehenaive school of about 680 pupils, SCALE 1 letcher of PHYSICS to C.S.E and 'O' level, Good Solence facilitias. Willingness to assist with some Mathematics, Biology and Genorel Solance desirable. KASKENMOOR SCHOOL

KASKENMOOR SCHOOL, Roman Road, Oldham, Required si this 1t-t8 mixed comprehensive school of about 1,080 pupils, SCALE 1 taechers for following: 1. MATHEMATICS—tha school follows courses lu modern methamatics up to 'O.' lavel, Some 'A' level work la evaltable for sullobly quelified candidela.
2. HISTORY—exemination work to 'A' lavel available for sullably quelified pandidate.
3. METALWORK—to work within purposs-built open blan intagrated Crafts Centrs. The Centre la july squipated payable.

Metropoliting Recoupt of a BRNI HEDICOLO COUNTY KOH SCHOOL Manchosing Road, Loigh WN7 21.Y (11 to 16 mixed comprehensive) Reguired for flic Autumn torm, Repulsed for flie Aulumin term, 1977. Acule 1 TEACIECII for PRENCII/ JIETORY transdotoly by Joller is the Hony Teacher al the school (ER3).

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KENT COUNTY COUNCIL EQUIVATION DEPARTMENT ST. ANSELVI'S R.C. SECONDARY

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LONDON, S.W.12 I.A RETRAITE HIGH SCHOOL Alking Road, London, SKV12 OAB Ilonan Cathout Colontary Aldnd This torneor Cremmar school will eccost inn first eli-ability Tucka of 120 girls in Soplamber, 1577. e paire in Soplamber, 1577. a paire i

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NORTH TYNESIDE Noticialitan Dereugh el) DINATION COMMITTEE URNNIDE HIVIII SCHOOL oyd fload, Warlaand NE28 7AP Cadnostor, Mr. H. G. E. Izall,

Nec. N.Sc. Recultod for lai Sopiembor, 1877 -Scnib L. TEACHER of PHYSICE and NATHEMATICS for this 13 to 14 Mixed Comprehensive High School, high public, Applications are also invited Trem experienced teachers of Physics for a one term tem-jorary spontnment. Application forms are available on rockel of a S.A.S. from the Direc-lar of Education, The Chese, North Hitoids, fo whom they should be refurred as son as possible.

NOTTINGHAMSHIRE COUCATION DEPARTMENT

Applications are invited from entited y cunified Teachero for the following post:

CO IPREHENSIVE SCHOOL Ording Near, Article Notting Near, Article Notting Near, Article (Mixed 1.660) 11 to 18) Headmaster E M. Spelinon, M.A., B.Se; For .: September: Orsduala FACIER IScale 1) of ACIER IScale 1) of ACIER INCLUSION ACTION INCLUSION AND A ACTION AND A ACTION ACTION AND A ACTION ACTIONA A

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REDBRIDGE (London Barringh ef) WANSTRAD HIGH SCHOOT, MCJeriego Lane West, Loodon E11

Trideridgo Lane Wesi, Loodon Ell Tri. 01-789 G7R-1 licod, Mrs. P. Di. C. Tuyler, M.A. Licod, Mrs. P. Di. C. Tuyler, M.A. Licod, Mrs. P. Di. C. Tuyler, M.A. Childrow, C. S. E. Standard J. Mollor firitume martine leach integrated firitume martine teach integrated to -c.c.c.c.c. standard in this cn-ccucalional - comprehensive erhool, with 1.600 pupils on foll and 270 in tip Sixth form. The School has a naw purpose built open-place Bedence area, and The Dhartmited put a starong further definition Aldowante to pay-Turtume definition and ambitching

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WARWICKSHIRE

Myron High School Myron Hoed, Warwich CV34 dDJ (1,140 on roll 13 to 11 comprohensive)

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WILTSHIRE WAY RCHOOT

1910 WAY RC1/00L Wroughien Iloalinetier: A. J. Jubb. M.A. Ilrauinetier: A. J. Jubb. M.A. Ilrauinetier: A. J. Jubb. M.A. Ilrauinetier for September school of 1.1AD pupile sted 11 to used Witzerichted ORADUATS to Just Witzerichted ORADUATS to advanced and University Scholar-anin lovel. Applicants for a lom-portry september of a lom-conditaret. Apply Intradiction on y will be conditaret. Apply Intradiction of the atves-odersson and status of the atves-oder sea on a status of the atves-oder sea of the status of the atves-tors of the status of the atves-oder sea of the status of the atves-oder sea of the status of the atves-tors of the status of the atvestors.

Social Studies

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HIGHGATE, LONDON N6 5HF Appointment of

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1st September, 1978 The Governors invite applications for the nost Hond which becomes vacout on the retirement of Miss E. M. Saunders, B.A.

Channing is a Public Independent Day School of 380 girls oged 5-18 of whom 100 (5-9) sro in the

Applicants should be graduates of a British University.

Salary : Burnhem Scals Group 7, maximum London Allowanco, Government Supersymution (Accepted Schools).

For dotslied particulars write to the Cierk to the Governors of the School. Closing dote for applications Wednesday, 21st Sep-

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Further particulers from the Chairman, Hamp-den House School, Greet Missenden, Bucks. HP16 9RB. Applicatione marked "Personal", Including the names end addresses of two referess, should be submitted ito the Chairman not later than August 8, 1977.

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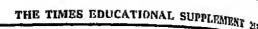
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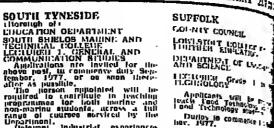
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SWANSEA COLLEGE OF FURTHER EDUCATION HEAD OF DEPARTMENT OF HUMANITIES AND COMMERCE (ORAOE 4) Applicants should have good academic quity

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PORT TALSOT COLLEGE OF FURTHER EDUCATION

LECTURER | IN LAOIES HAIRORESSING LEGIOREN I IN LAOIES HAIRORESSING To lasch full-lime and peri-lima courses in Lion Hairdreasing (W.J.E.C. No. 760). Applicants shuk have hed wide selon experience and must be here etered Hairdressers. A City and Guilde Ceillor in Ledies' Heirdressing and previous leschar perience would be advantegaous. The shift's tasch Soardwork (or Posliche) is essential. If a sumped addressed restrict a samped addressed

LECTURER I IN ELECTRICAL INSTALLATION

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LECTURER I IN SHORTHAND, TYPING, SECRETARIAL/OFFICE PRACTICE

(Posl Rel. SFPT/14.14.77.)

GORSEINON COLLEGE OF FURTHER

LECTURER I IN SCIENCE SUBJECTS

Ral. 3FOC/15.14.77.) LECTURER I IN OFFICE SKILLS (TEMPÓRAN) To fasch Shoulhand, Typewriting and Oilles S This is a lamporary post for two terms in the Indenca. (Post Rel. 3FGC/17.14.77.)

NEATH TECHNICAL COLLEGE

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TOURT OF EDUCATION AND 2D DESIGN

Application forms and further particulars are said able from the undersigned on receipt of a stamps addressed foolecap envalops quoting the appropriation post reference. Two days

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COLLEGES OF FURTIES EDUCATION

Cityof

Manchester

Regulaed for Septembor, 1877. F.E.120

Education Committee

LECTURER I IN PHYSIOTHERAPY

LECTURER I IN BEAUTY THERAPY

ASRAHAM MOSE CENTRE Clescsni Road, Mancheslar MS 6UH Tet: 740 14S1

The department wishes to appoint a qualihed Physiolholapisi lo secial the present physiolhorapisi in teaching Beauty Therapy students thoso sices of basic physiolhorapy relevant to thuir fulure carbers. Teaching oxpatience in this fipld would be an added advaniage but is not pappallel. F.E.121

LECIURER IN DEADISTIMERAFI To teach theory and pactico. Applicants must be in possession of the Co.L.I, qualification and have led a wide experience in this hold. A tecophood teaching qualification is size easenint. Setary scale for both pools: \$2,781-C4,889. For expitention terms inclumable by 28th July 1977] and Jerthor politoulars send a carrieddrasod, foolscop envolops to the Senior Administrative Officer, si the above addinaes. Interviews will be held on Tuesday 2nd August 1977.

BRADFORD COLLEGE

Applications are invited for the following posts:---

School of Technology and Design

LECTURER Grade I in AUTOMOBILE

ENGINEERING for session 1977/8 only

2. LECTURER Grade I/II in MATHEMATICS

LECTURER Grade I/II in PRODUCTION

I. STUDENT LIAISON OFFICER (Lecturer

computing principles.

ENGINEERING

Student Services

e maximum of £180 per ennum.

Grade 1)

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SIFA

Candidales should be exprentice-trained mechanics and hold City and Galids Fall Technological Certiti-cate in Automobile Engineering and a Certiticate in Education

Applicants should preferably possess a degree in Mathematica and have some knowledge of besic

Applicante eliquid heve e broed industrial expansance including apprenticeship and poseses e minimum qualification of City and Guild's Full Technological Certificate

Applicants for this post should preletably be graduetes in Physics or Methematics or English, or be qualified teachers in Physical Education/ Recreation, as the successful applicant will be received to undertake some teaching. The success-

ul candidate will be expected to seek enother pos

some 2 years after appointment, eithough this could well be within the Collage.

Lecturer Orada II - £3,279-£6,493

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Department of Hairdressing and Beauty Therepy

CITY OF MANCHESTER LIQUEATION COMMITTEE

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Applications are invited for the above post which will become vacant on 1st September 1977. The work in the Department ranges from Craft to Higher. National Certificate level.

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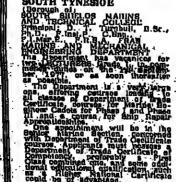
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Other Appointments

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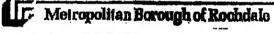
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Assessment Centres

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OCPUIT SUPERINGNIENDENT Soloty range: J.N.G. Schedela 12: Uroup A (S-1), S3,070 to 45,010 plus (3514 annual supplement

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Assistant Youth and **Community Services Officer**

supplements epprox. £520 p.a.

Applications ere invited from sullebly guslified and experienced persons for the ebove post. Temporery housing in approved cese, essential user car ellowance payable.

Application forms and further details evaluable from the Chief Personnel Officer, 166 Drake Girael, Rochdale, OL16 1XQ, returnable by 3rd August (Rol. A.S10).

CITY OF NORWICH AMENITIES And now for the good news ...

Desoits the soonomic ortals Norwich has the will to find a way to develop community work. In the last 3 years the number of holiday playschemos aup-ported by the Norwich Community team has increased from 12 to 38.

from 12 to 38. Since Local Oovernment Reorganisation the Norwich City Council has opened 14 new community buildings and there are plans for 2 more the year. In three years the budget for community work in Norwich has more than irabled. Applications are invited for another junior post of pro-feesional Community Worker. Salary scale A.P.3 (C2,922-23,882 + 2312 supplement)----relocation expenses and temporary housing in approved cases and casual user oar allowance. An outstanding opportunity to add your skills and experi-ence to a learn of workers in this progressive city. For further details and application form write to this Amenilies Officer, Directorate of Planning and Environ-ment, 15 Chepsi Field East, Norwich, NR2 1RN. Application forms should be returned by 29th July, 1977. (Tel.: Norwich 22233, Ext. 563.)

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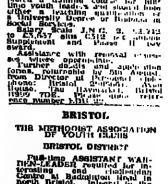
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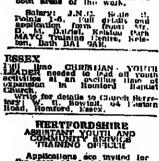
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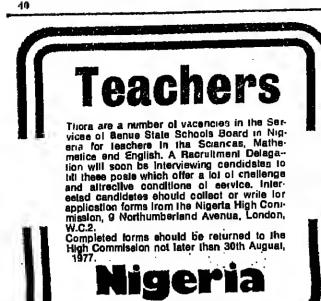
Soui. (15-19) 24,689-25,250 plus

Community Service

AVON COUNTY WITHY WOOD YOFTH FERNIS GUERN Read, WINEYWOLD, R.F. of ASIA ROA HERMING Information but do







NIGERIA

The Mangu Secondary School

Principal ; Mr. M. K. Hirse, B.A., Cerl. Ed. requires for Septambar, 1977, or January, 1978, teechara of the following subjacts to 'O' level:

Phyaics, Chemistry, Agricultural Science, Biology, English Language, Fine Art

The Mangu Secondery School, near Joe, hes epproximately 600 boys and girls eged batween 11 end 16. A two-year contract, renewable, is olfered with salery on the Nigerian Government Scele plus ellowencee.

For further information and an epplication form plaesa write to Mrs. Fouché, Gebbitas Thring Servicee Ltd., Broughton House, 6, 7 & 8 Sackville Street, Piccedilly, London W1X 2BR, or telephone her on 01-734 0161.

RESEARCH ASSOCIATE

East-West Center

Research Associate in the Culture Learning Institute to assist, as a team member, in the "Engliah es en International Auxiliary Languags " sotivity. A Ph.D or equivalent in the field of English as a Becond Language, scololinguletics, paycholinguistice or applied lingulatios. Publications in at least two.ol three ereas: English as an international auxiliary language; first and sacond 'language' learning; the relation of language to culture. Teaching experience et the graduate tevel. At least three years expertence work-ing with professional educators.' U.S. citizene must have lived in an Asian or Pacific country for at least two years and have conversational knowledge of an Asian or Pacific language. Non-U.B. citizans must have lived outside country of origin for at least two years and have excellent command ot English. Apply by September 30, 1977, to East-West Center,

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Parsonnel Division, Dept. 205, 1777 Eesi-West Roed, Honolulu. Newalt 86848. " An Equal Opportunity Employer M/F

RESEARCH ASSOCIATE

East-West Center Research associate in the Culture Learning inatitute to engage in team research in the transculturel/transnetional education project. Required ; Ph.D. or equivalant in education (appellically curriculum deelgn and development), aducetionel enthropology, or directly. releted field : publications in cross-ou)tural education; teaching experience; extensive experience in planning, orgenizing and con-ducting workshops, end treining seminera. involving Individuals from different culturel. beckgrounde; perticipation es e team member in a collaborative project that developed end produced educationel materiels.

Apply by Septembar, 15, 1978, to East-Weat Center, Personnel Division, Dept. 205, 1777 Eest-West Road, Honolulu, Hawal) 96848. An Equal Opportunity Employer M/F

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OVERSEAS **TEACHING POSTS** LECTURER IN ENGLISH

LANGUAGE AND LITERATURE (JAPAN)

Oaaks University MA or PhD In English sludies, TEFL qualification

Selary: Y174,000-Y263,000 per month (rate of exchange approx. Yen 469-£1).

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Beneliis: Instellellon and educelion grants; 2 yaar contract ranewable. 77 PU 104.

ENGINEER/SUPERVISOR

(SPAIN)

The Brillsh Council Institute, Msdrid Candidates should be quelitted to HNC/City and Guilds Final Certificate Level and have at least 3 years

operations and maintenence experience in a broadcasting or high quality Close Circuit Television Studio. Experience in Btudio Lighting and Electronic Editing on 1in. Video Tspe Racorders and/or a knowledge of lengusge isboratory equipment would be an advantage.

Selary: £3,950-£6,192 p.a. al present exchange rele olus allowences of up to £1,179 p.a. Salary and silowances are at present tree of local

Estelion. Beneilts: baggage allowance; rent allowance ot approx. 2310 p.s.; education allowance; medical scheme; employer's contribution to superannuation end National Insurance. Local contrect renewable. 77 RO 123

5 GCE TEACHERS

(OMAN)

Tescher of English Lengusge end Literature.

Teacher of Physics. Teecher of Chemistry.

Teacher of Biology. Teacher of Malhematice.

Candidates, single men or married feaching couples (without children), muel be UK cilizene and have a British Educationsi background. They should have an honours degree in the relevant subject, a leaching

titloate and 5 years' teaching experience to

GCE 'O' level standard. Salary : £6,996 p.a. free of toosi taxation.

Genefils: free furnished accommodation; frae electricity and wster; annual pessage paid home leave; 2 year contracts renewable. 77 AS 88-92.

INSPECTORS OF

ENGLISH-PRIMARY (CAMEROON)

Educational Delegationa for the East and North Educational Datagationa for the East and Norm Provinces: Bertoua and Garous. 2 members of a team concarned with the introduction of English In Frencophone Primary Schools. To Inspect classes, advise teachers, organise in-servica courses. Degree (preferably in English or Modam Languagea) 1 year University diploma in TEFL raisvant experience preferably including teacher training; theat French. Man only. Selaty: £4,589,25,618 p.a. plus 10 per cent Inducement.

Benellis : personel and children's allowsncee : free sccommodallon; 2 yasr contracts, 77 HE 5-6,

ELT ADVISER

(CAMEROON) South West Provincial Delegation for Education,

South west Provincial Delegation for addatasing Busa. To solvise on English Language teaching at Primary, Becondery and Teacher Training levels. Degree leaching qualification and MA in Applied Linguistice (or 1 yesr University diploma in TEFL/TESL); al least 4 years' relevant experience, preferebly overseas and in teacher treining; good French.

Balery: £4,589-£5,818 p.e. plus 10 per cent inducement. Benelite: personel and children's allowancsa; free lurniahed accommodstion; 2 yesr, conirsct, 77 HE 9.

2 TEACHERS OF ENGLISH

(OMAN) The Brillian Countett, Mutrational Informediate Ortillation Ortillation To teach, English mainly at elementery and infermediate levels for approximately 24 periods e week. Some overtime work may be required and will be separately remunsreled. Candidates, single men only, who will be required to shara tree furnianed accommodation, must have a degree or leaching diploma and an ELT quelification (RSA or postgrautate dingore)

postgraduate diploma).

Salary: £3,762-24,874 p.s. No local taxation. Banefita: oversea silowance (£1,020:21,232) 2 year confred renewable. 77 AO 97 131

ASSISTANT DIRECTOR OF STUDIES (EFL) (IRAQ)

The Brillsh Council Centre of English Sludise,

Baghded To teach general and ESP course, prepare course To teach general and ESP course, prepare course materials and aselst in Inservices taecher training, lesting, ragistration and interviewing. Candidates, men only and single (unlass wifs is e qualified teacher and willing to teach et the Cantra), much have a teaching qualification with a significant TEFL/TESL component or general teaching qualification with additional TESL/TEFL qualification teaching with additional TESL/TEFL qualification. together with 5 years' expanience. Salary: £4,569-£5,618 p.e. No locsi isxalion. Benefite: overseas allowencas; free furnished eccommodalion; 2 year contract renewabls. 77 AO 124.

COMMUNICATION SKILLS IN ENGLISH PROGRAMME, KING ABDUL AZIZ UNIVERSITY, JEDDÁH

(SAUDI ARABIA)

This Programme has been developed over the last 2 years with Gritish Council profassional support and has involved the production of speciellasd teaching materiale for the Implementation of Engliah Medium courses in the Faculties of Engineering end Medicine. Required for Septamber, 1977 :

MATERIALS WRITER

The Writer will be responsible to the director lor Ine white will be responsible to the direction of the overall design, construction, and implementation of the acadsmic programmes. Dullea will include course design, adaptation of existing programmes. " and materials, and soma femillerisation tesching at all levels of the Programme. Perioda of the contract will be epant in Britain researching educational technicutes and materials.

techniques and meterisis. Candidates, men only, must have a Mastar's dagree In TEFL, or Applied Linguistics or a higher dagree in Science. Thay should have a thorough knowledge and experience (at Issal 5 yeera') of existing ELT materiale with perioular ratarence to those designed for eludants of science and tschnology. Salary: £6.794-£13,494 p.a. according to qualifications and axperience and proportions of time spant in Jaddah and London. There is no local taxetion. Benelita: tree lurnished accommodation: (single

(BAHRAIN)

Al Houra Boya' Secondary School, Manama Men only, UK ollizens with a British Educational background, a degree and eaversi years' teaching experience.

Salsry: £4,803-£5,820 p.a. free of locel fsxallon. Benefits : frea turnished accommodsilon ; ovsrass and ohildren's ellowences ; 2 year contract renswabls. 77 AS 93.

3 TEACHERS OF ENGLISH

(OMAN)

Government Preperatory Schoole Candidatas, married feaching couples of singls man, must have a fasching qualification with English as a major apeolalisation or a degree in English or a Foreign Language. No issohing experience is required.

Balary: £3,204 p.a. free of local fax. Benefits: free besic accommodation: 3 month passage paid leeva on renewal of contract: 1 year contracts renewable. 77 AS 47-60.

SENIOR TEACHER OF ENGLISH

Brillah Council (lor National Iranian Oli Company) To taach English for epeolal purposas to oil company employees and provide purposas to oil company

employabe and prepare materials. Degree or teaching certificata, 1 year posigraduete qualification in TEFL/TESL and ebout 5 years relevant exparience, preterebly overseas. Single oandidates pretarred.

Salary: £4,689-25,B18 p.a. Benafite: Ahwaz allowence £916-£1.124 p.s.: Iree turnishad accommodation; employer's portion of UK suparanguetion; 2 year contract. 77 HO 128.

Refum fares era peld. Local confract la gusranteed with tha British Council. Pieese witte, briefly staling qualifications and fength of epropriete experience guoting relevant reference number and title of post for lurthar delella end en epplication form to The British Council (Appointmente), 65 Davies Strest, London W1Y 2AA.

(\$19,290-\$22,508).

Applications in writing giving personsi dale, delalia ot quelifications end experience, end the nemes of two referess should reach tha Collage by 31st August, 1977. should be addressed to :

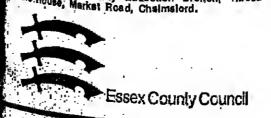
Academic Becretery, Sellabury College of Advanced Educelion, Smith Roed, Sellabury East, South Austrelle 5109, Australia.

Full-Time Wardens Posts

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(IRAN)

TEACHERS OF ENGLISH (IRAN)

British Council Tasching Centres; Tehran, Meched, Tebriz Tesching general English and/or ESP; Involvement in progremma plenning/evaluation, maleriale development, and participation in stell training programme, including study for RSA CTESFL Degree or teaching certilicate essentiel; 1 yeer qualificellon in TEFL and/or 3 years' experienca desirable. Single candidates or merred couples Selevice of the control of the contr

77 HO 80-79.





candidatas will be required to shale); 60 days ennual leave; 1 yesr conirects probably renewable. 77 AU 64-62.

SENIOR TEACHER OF ENGLISH

THE TIMES ROUCATIONAL SUPPLEMENT 22.7.77

OVERSEAS TEACHING POSTS (CONTINUED)

SCHOOL BURSAR

The Billish School, Tehran A co-educational day echool (5-13 years) To be rssponsible for finance, aupsivision of eccountent, capital funds spossie, maintanance and construction of new premises, slaft work permits, lease negotistione, preparation of annuel

Preisrably single men with 5 years' axperience in a privata school.

Salary : (Inol. accomodslicn allowance) £13,750-£14,833 p.a. aprox. Bensilis: medical insurance schema; annual fere paid leave; baggage ellowence; 2 yasr contract reneweble. 77 HS 94.

Attendance ats paid. Local contract to quaranteed with the Battlet council. Please with, builatly alating qualifications and impit of spotopriate experience qualing rolarent reference member and this of post for turber details and an application form to the Britlet Council (Appainments), 55 Dovice Strast, Lendon Wity 2AA.



Salisbury College of Advanced Education

CHIEF LIBRARIAN

The appointes will have responsibility for the development sind spontas will neve responsibility for the davelopment and seministration of all Library and Teaching Resources Cante services. Applicents should have damonstrated badership in the implementation of educetional resources programmes and have substantial pravious axperience af senior level in a college or university library or resource centre. Applicents should posses an appropriate tertlary qualification and be eligible for associate membership of the Library Aesociation of Australia. the Library Association of Australia.

This is an ecsdemic appointment at senior lecturer level,

YOUTH AND Community Service continued

KENT BLE OF GHAIN HOLDER CONTINUE CONTROL CANAGE MARKED CONTROL OF CONTROL BLE UP OIGNIN TOULIF CENTREF Applications are invited from sui-ably quiselied VOUGH from sui-ably quiselied vOUGH from sui-ably quiselied vOUGH from sui-ably quiselied the operation of a purpose-built Youth Centre cover by the Orain Hartah Council. in purpose-built Youth Centre cover by the Orain Hartah Council. In post offers great score for a pel-son with Mcas, drive and entitue-larmi, - Bolory according to JNC Brais for Your offers great score on to the summa of the oil of the score to the summa of the score of the score of the summa of the score of the score of the summa of the score of the score of the summa of the score of the scor

LAMBETH TILLE JOB WON'T SE KIDEPLAY |Heicrance: A69)

Lamboth rogards Children's Play as on ossential element in community davelopment. Wa are tooking for a suit-abiy experiorced and set-thustastic DEPUTY SENIOR PLAYLEACER to joth car ostasting team of Blado Gardons,

alodo flordens is now be-coming part of the tommunity within fine ureo and is ser-icorled in this by o local intangenetic complities. A high printity is placed programm of oclivities for the school-ogn children and it will there-lore be necessory that appli-and skill it o number of st.

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Balary: 43,439 to £3,600

Tor Surthan Jaformalion and opplication form lele-phone 01-761 0901, axionation 60, or 01-761 1931 124-hour rate softma Sarvice. Director-tomoon Barvice. Director-London Danopity Bervice. London Danopity Bervice. 14 Krighia Min Jack Nor-wood, London, 8.L.27

1977. Closing dalo 6th Augest,

ONDON, N.S OUTH WONKER needed al ACKAON'S LANE COMMUNITY

CENTIRE London, N.6 Por the summer and beyond. Ring Gi-S-10 6236 or write Jack-son's Lane Community Contre. 271 Archiway Road, N.6, for more da-ralia. Ciceing date: Jilly 29, 1977.

AHROPSHIRE EDUCATION COMMITTEE EDUCATION COMMITTEE YOUTH BENVICE Augilications no lavind for use Margoric Confination Committee Balary Your Cling Charter Your Cling And State State State And State S

WARWICKSHIBE

WOLSTON INGH BCHOOL AND YOUTH WINO Welston, Covertry

VIGAN COMMITTEE UCATION Applications are invited from sub-ably quelified mon and women for the appendiment of LEADER at the olewher Youth Cantro-VCB DOUBLE BEVEN OLINIC CONTRE Salary, withia flance 3 of J.N.C.-23,966 lo 24,440, plus particulars and eppli-n may be obtained from or of Education. Civic linele. Wigan WN1 11D. delo, for the receipt of

LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT

YOUTH & COMMUNITY WORKER

Salary £4,305-£4,821 plus £312 Supplement Peyment, plus 5 per cent less £21 p.a. (mex. £189)

Graham Park Youth Centre

Applications from eultably qualified and experiancea Youth and Community Worksre end Teachere required for Leader-In-Charge.

Person eppointed will be involved with other staff in the development of the community and accial education of Caritre and ite surrounding education compus,

Seperation sliowance and 100 par deni of removal expenses may be peid. Expenses may be peld. Further deteils and explication form from the Director of Educational Services, Town Hall, Filem Barnet, Long don N11 3DL, Ref. ADM/E/197 returnable by the 5th Auguel 1977:

Overseas Appointments

SWAZILAND

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UNITEO ARAD EMIRATES THE SHAIDAH ENULISH SCHOOL tirndutsiress, Miss J. O. W. Keep,

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TEACH IN FINLAND KICLIOIJISTO LANOUIBTA

nodeln and excellently equip-ten priveto lenguage school in he centre of Helsinki is look-by for publied TEACHERS i the following languages i più CERMAN, SWEDDESH i protection of the second sec

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TALY

Inviero lottora depreseo con car-riculum vilag, eventuala niumpro iciconiro o fotografia a: ele-GUSTI-latitulo Linguistico-Via Roma N de

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ALL Privata in Areaza (60 Km Firmusai offre posti di insognanto Diagua Ingloso dal 1 offotora 77 ni 30 maggio 1978. Si richico osperiotia, asrietà, No di stadio è discreta cono-rizzi della limuta Isbienza.

Secondary Teachers

Applications are invited from well qualified teachers for appointment to New Zealand State Secondary Echools to commence on Fabruary 1, 1978, or soon after.

Teachers of:

Mathematics, Science, Accounting and Economics, Tachnicsi (industriat Aris, Woodwork, Metalwork, Tach-nicsi Drawing), Music, Ari and Craft, Commercial Subjects (Shorihand, Typing, Business Studies), English.

Applicants must:

Ge teacher fratned Hold en appropriate degrae or quelification Have secent teaching experience

Seleries according to qualifications and experience. Exemplee of current rates are :

Certificated Teachers

BA or BSC (1et or 2nd Hons.) 2nd Year 4th Yaar Teaching Teaching 7th Yesi

Teaching NZ\$7,667 NZ\$8,656 UK24,299 UK24,641 NZ\$10,621 UK25,942

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Trained Teachers Certificate Only

2nd Year 4th Yser 7th Year Teaching Teaching Teaching NZ\$8,933 NZ\$8,548 NZ\$7,667 UK£3,329 UK£8,684 UK£4,299

Additionet NZ\$365 cost of living allowence is payable on all salaries. (NZ\$1 equals UK20,5595). Good opportunitise for promotion to positions of respon-

Limited number of eppointeea will be offered payment of large and essistance with other expenses subject to completing a bond to leach in New Zealand State Bchools for Ihrae yaers. Other appointments will be offered to teachere who are prepared to meet all costs incurred in traveling to New Zealand. No bond will be required in these sees

All appointeee must be sble to meet the standard immigra-tion criteria govarning permanent entry to New Zasisnd (ege ilmii 45 yeara).

Selected applicants will be interviewed in London by a New Zaeland Educetion Department Officer in August or Beptamber. Trevelling expanses for interview will be peld.

For further information and application forma, please write as econ as posable to :--

Educellon C/o Chiel Migration Olficer, New Zeslend High Commission,

Haymarkel, LONDON SW1Y 4TQ,

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GOVERNMENT OF BERMUDA MINISTRY OF EDUCATION

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TEACHING VACANCIES

September 1977.

Applications are invited from certificated or trained graduate reachers for oppointment to the following vacancies in September, 1977. The successful applicants with be ex-pected to be available to commence duties on September 6. (1) Warwick Secondary School : Coeducational secundary school :

Mereiwork. Ability to help with Mathematics an advan-age. Applications to Senior Education Officer, Administra-tion and Persnauel, Oppartment of Education, PO Bux 1185, Hamilton 5, Bermuda.
 (2) The Berkeley Institute : Coeducational secondary school.

Technical Orawing, Applications to Principal, The Berkeley Institute, Pem-broke Vest, Bermuda.

Passages: Air passages to and from Bermuda for teacher, wife and dependent children under the age of 18 years (un-merried), not exceeding the equivalent of four adult pas-sages. Paid return leave passages between engagements. Government Healill Scheme : Medical and surgical benefits. auperennuation : United Kingdom employer's contribution

guaranteed. Application by alrmeil, providing a full curriculum vitae including : full name, date of birth, place of birth, mantal status and dependents, ostionality, small photograph, col-lege(s) attended, degree work and professional training (with dates of qualification), teaching experience, two test-montals, and the names of two persons who will be willing to provide confidential (professional) references, netional insurence number.

NEW ZEALAND

HERTFORDSHIRE COUNTY COUNCIL EDUCATION COMMITTEE

County Adviser in Nursery Education

Solary scole (Head Teacher Group 9) £7,620 x £156(4) Io £8,244 (inclusival

Applicatione ers invited for this post which becomes vacent on 1 Jenuery, 1976. Candideles should be well quelliled end experienced in nursery and infant education end in the training of NNEB etudente. Up to date knowledge of child development end its prac-ticel implication for curriculum development is essentiel.

Applicatione by fetter with the nemes of two referees to County Education Officer (Ref. AFS/608), County Hell, Hertford, from whom further details mey be obteined. Closing dele 12 Auguet, 1977.

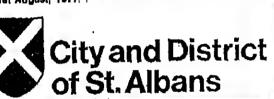
Recreation Department

Sports Officer (REC. 14)

Principal Officer Grade 1 (1-5) -

incl. salary scale £5,329 - £5,890 As Head of Sporte Division, post is responsible to Chiel Recreation Officer for the efficient running of all sports fecilities in the District and the promotion of sporting activities for all sections of the community. NJC Conditions of Service apply; superannuable post. Further details from Personnel Officer, St. Albane 2010

EB100, exi, 263. Applications in writing with full deteils of sga, quali-lications, experience, presant poet and selary, elc., together with nemes of two reterses, to the Personnel Olificer, 18 SL Peter's Stresi, St. Albene, AL1 SLU, by 68100, exi, 263. 1et August, 1977. .



CAMBRIDGESHIRE Carears Sarvice

Careers Officer

for cereers guidance and placing work with Handi-capped young people in Speciel Schools in the Peiar borough and Fahland areas-base load will include pupila in aoma sacondery echocia in Pelerborough. Musi, possesa Diploma, in Careare Guidance or en aquivalent, Careare arvice, qualitionito, to

Sslery AP4 £3,366-£3,702 plus £312 supplement end a Phaee 2'salery awerd.

Application form and lurther information from Mr. K. Goslage, Deputy Principal Cereere Officor, Touthill, Peterborough, quoling Ret. CAS16.

Closing deterior applicatione 5th August, 1977. · · · · · · · · · · · ·

Assistant **Education Officer**

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Schools Section Sullably qualitied men or women with a protessionel leaching: qualitication is required for the post of Assistant Education Officer (fourth tier post) to be responsible inrough the Assistant Controller Educe-tion Services (Schools), for Nursery and Primary Education. Administrative experience in an Educetion Oepariment would be en advanlege. The post will ottor more general population and the post responsibilities willin the Schools Saction, accord-ing to the quetillosions and experience of the successful cendidets.

Anolication lorms from the Assistent Controller: (Menpows: Gervices), quoting rel : E/E14, TES/E14. London Borough of Herrow, PO Box 57, Civic Centre, Herrow, Middledex HA1 2XF tellimobie within 14 deys. 24 hour Anselone service 01-803 8270.

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KENYA INANI GOIOGI The Heodiminicy Inenks all the applicants who responded to the recept advertisences, it is me guardise, is snewer oil personality. Theor who are fartuided mit he phore that will be contacted during fertion. 2007.

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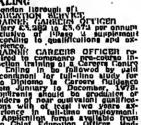
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DEANSBROOK DAY CELEBR Edary £3.479 to £3.139 per pount inclusive of London verghing. rising to £3.283 er annun subject to spropri-to gualification, plus £313 per nuun Bupplanton, muin supplement, a required supplement, and a supplement, and a supplement of the supplement proring and supplement of the proring of the supplement proring is a supplement supplement of the supplement supplement of the supplement supplement of the supplement supplement of the supplement

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Establishment Officer

The Establishmont Officer ranks as an Assistant Education Officer and to responsible lot 40,000 is on-leaching staff to 200 grades, modily in schools and colleges. Close working errangements axist with the Greater London Council on recruitment and other matters. First close adminiorstive ability and capacity to molniain good personal and industrial retations with Staff and Trade Unions, Heads, Rrincipels and Inepoctorele, escantiol, Academic or oliter eulistic gualification and experience in high level, local authority administration dealergid; Belay: 29,463-£10,480 under review. (If luture pey policies ellow there will be a possibility of lurther progression to e super maximum of 0% above the job maximum in except-lonal circumetances.)

Application: forms and further information obtainable from the Education Officer (EO)Estab PA(1) Addington Street Annexe, The County Hall, London SETZ PS: Please enclose a stained addressed foolscapten/plope. Forms to be returned by 5 August 1977.

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Cereers Service Senior **Careers Officer** £4,239 - £4,545 + £312

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Shleide 552191). Closing dete for epplications; 5th August, 197

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ADVISER FOR ART AND LIGHT CRAFTS SALARY-Soulbury Range Head Teacher Group

£7,767 - £8,391 pa including LW and Supplement

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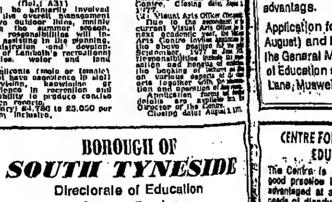
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Church-based Children's Work and Primary Education

Application farmi a delolis are avplicate Otroctor of the Contra Civelne data: August

EDUCATIONAL DISADYANTAGE The Centra is an Independent organisation to promote good provide in the solucition of the individuality dis-advantaged at all stages, taking into eccount the distinct needs of disadvantaged minority groups. A small learn of field atfloers covers England and Weise collecting infor-retion and passing on successful wave of tacking promain and passing on successful weys of tacking pro-biens. The Centre bringe people logather si courses and conferences to exchange ideas end einong its regular publications are a newsletter and a broadsheet. It is inder the Independent control of its own Governing Body and is at present financed by the Dependent of Educa-tion and Science.

A DIRECTOR a new required to succeed Mr. C. D. Roberts, HMI, el be termination of his secondmant on 1 April, 1978. Appliwhen a construction of the second maniform 1 April, 1978. Appli-second terms are invited from condideles with wide practicel reprinters in the aducation of the disedvenleged to jeed the stabilished team and to adives the Governing Sody on the influence development of the work. Salay: NJC Speciel Scele 28,874-£10,080.

THE TIMES EDUCATIONAL SUPPLEMENT 22.7.77

Intermediate Treatment **Co-ordinating** Officer

£3.858 - £4.194 * Dorking

The work involves the development of intermedicie restment lecilities in the South East Orvision of

The successful epplicent should have relevant experience in eoclel work emong young people, plus a related qualification, with the ability to underlease group work and to innovate and collaborate with tability and withinters correlations. plaintery and voluntery organisations. Plus pay eward of up to 5 per cant.

Application form and further dotatis from Director of Social Services (VJD), Surray House, 34 Edan Street, Kingston upon Themes, Burrey. Closing data:



Methodist Church

Division of Education and Youth

ADMINISTRATIVE ASSISTANT

Cierical support given, but ebility to type an

Application forms (returneble on or before 5th August) and Description of Post obteineble from Ihe General Meneger, Methodist Church Division of Education and Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR.

CENTRE FOR INFORMATION AND ADVICE ON

Conditions of service socie £8,874-£10,000. Conditions of service and superannuetion as for local evenament sist. Perticulars from the Centrs for Infor-mation and Advice on Educationel Disedvantage, 11 Anson Ross, Manchester M14 56Y, tatephone 081 225 8355 ten Resenting machine operates after office houre).

Antennis must be suffably qualified and able to perform the full aver of Ebrary dutter, including the cavelopment of resource.

ADMINISTRATION General

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LONDON, W.C.L CITY & OUILDE OP ADMINISTRATIVE ASSISTANT

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Child Care

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THE SCHOOLS OF KING EDWARD THE SIXTH IN BIRMINGHAM comprise, two Direct Grant Schoots, now becoming independent, and five Voluntary Aided Grammar Schools providing academically selective education for over 4,000 pupils. The Covernors invite applications for the post of

Secretary

to the Governors and Head of the Foundation Administrative Office

who is responsible to the Governois for the Founda-tion affairs and the maintenance of the Schools, including budgeting, financial control and investment

The successful candidate will have had senior admin-istrative experience; preferably, but not essentially, in the field of cducation and will probably be a University Craduate or held an equivalent professional quatification.

The post will become vacant April 1978 due to the retirement of the present Sucretary. The position is pensionable and salary negotiable depanding on quali-fications and exparience, and will probably be in the region of £8,000.

For further particulars and an application form, please apply in writing to the Secretary to the Governors, Foundation Office, Schools of King Edward the Sixth in Birmingham, Edgession Park-Road, Birmingham 15.



ASSISTANT RESEARCH OFFICER (GRADE 3)/RESEARCH OFFICER

Local Authorities and Schools liem Banks

Applicante for this post should have experiende of teaching language to pupits aged 9-13 and a apscisitation background in alther English or language. Learning. A Graduate is preferred, and he/sha must have experience or a strong interest in the assessment of language. The A.R.O./R.O. will join a small team of researchere develop-ing liem banks for use by LEAs and schools. The post or strong interest and schools. The post e evelleble from 1st September.

Selary Scales: A.R.O.3 : 23,366-23,702 plus £312 plus £140 plus 5%* (*Minimum £130.32 p.e. Maximum £265.56 p.e.)

Plecement on grede/ecele scoording to experience and qualifications. 3.0. : \$3,875-25,015

Melnienance of Teachers on Locel Government

Superennuation Scheme. Apply: Mrs. P. P. Herrie, Personnel Officer, QUOTE 31804 for spplication form and further perticulare, Tha-Mera, Upton Perk, Clough SL1 2DQ. (Tel. Clough 28161).

CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORME, 5th AUGUST

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PONTEFRACT ACTIVITY CENTRE-YORKSHIRE **PROJECT WORKER** £2,529-£3,702 p.a.

+£312 p.a. Supplement + Phase II

Required for a mixed disolplinary team on this youth social work project to children and young people aged 5-17 years in group and individual satings. Applications from qualified leachers with experience of, or an interest in social work would be perticularly welcome. A major pert of the work will consist of helping to develop a day facility catering for a small number of children and young people. Evaning and weekend work

Applicents should be in sympethy with the Christian principles on which Gamerdo's work is based. Condi-lions of service broadly in line with Local Authorities.

Applications to: Divisional Children's Officer, 388/394 Low Lane, Horolorth, Leeds, Tel.: 582115, Informal enquiries: Mr. R. Adams, Tel. Pontetract tolormei 704122,



NATIONAL CHILDREN'S HOME BIRMINGHAM

Ladywood Femily Canire, Ladywood

DEPUTY (EDUCATION)

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wey of life.

Application form and further particulars from the Stating Sectedary (Dept TS), Netlonel Children's Home, 85 Highbury Park, London N5 100,

Cily of **NEWCASTLE UPON TYNE Education Committee**

EDUCATIONAL PSYCHOLOGIST

Child and Family Guidance Service

We seek en anterprising end eble educellonsi psycho-logisi, interested in working in e School Psychologicel Service and multi-disciplinary Child Guidence team. The establishment for a school population of 52,000 is nine educational psychologisis, eix social workers and five visiting psychietrists.

The Service will olfer the successful candidate e wide rende, of opportunities, regular context with normal end epecial schools, individual and group concuta-lion with techets and other rateriers as well as assess ment and treelment of children and families.

Emphasie is pleased on providing edaquale staff sup-port and there is opportunity for developing special interasts and perticipating in general polloy develop-ment. There are close links with community sgenoles and with the University training courses in educational psychology and social work. The Service is engaged in research, projects for the L.E.A. There are two well-eppointed clinice with excellent secretarial help.

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Condidates should hold an honours degree in psycho-logy (or equivalent), e postgreduals quelitication in Educational Psychology and have not less than two years laaching experience.

The selary will be 24,917 to 26,860 plue 2312 and 2189 per ennum (Soulbury 12-22),

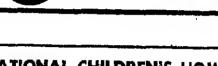
Assistance will be given with removal expenses and cer ellowences are evallable.

For explication forms, further details or informal en-quiries, please contact Kellh Hibbert, Principel Edu-satismal Psychologist, Arthur's Hill Clinic, Child and Family Guidance Service, Douglas Terreca, Newcasta upon Tyna NE4 607. (Telephane Nos. 0832 35287/8.) Closing date for eppikations 5th August, 1877.

Required for September, 1977 -

Applicellone are invited from qualified end well experi-enced Nursery School Teachere, preterably with experiance in areas of social need, to take charge of the educational programme at this Day Centre for 74 children, operaling in purpose-bulls premises. The care of ell children at the Centre to beeed on e programme of compensatory education end includes work with their temilies and out of echool solivities for older children. The successful epplicant will be expected to join a team which includes child care workers, teachers and social workers and which is led by the Superintendent

Selary: Ae lor Burnhem Scale Group If Heedship. The Netional Children's Homa is a Mathodiat foundation and applicants should be committed to the Christian



Travellers in time

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Arts/Reviews

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Festival flourish



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Briefings